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OFFICERS and FACULTY

OFFICERS of ADMINISTRATION

Michael H. Schill, Dean
Karen Afshari, Associate Dean for Administration
Richard I. Badger, Assistant Dean for the LL.M. Program
Amy M. Gardner, Dean of Students
Marsha Ferziger Nagorsky, Assistant Dean for Communications
Ann K. Perry, Assistant Dean for Admissions
Jonathan S. Stern, Associate Dean for External Affairs
Abbie Willard, Associate Dean for Career Services and Public Initiatives
Judith Wright, Associate Dean for Library and Information Services
David Zarfes, Associate Dean for Corporate and Legal Affairs

OFFICERS of INSTRUCTION

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Kenneth W. Dam, B.S., J.D., LL.D., Max Pam Professor Emeritus of American & Foreign Law and Senior Lecturer
Daniel R. Fischel, A.B., A.M., J.D., Lee and Brena Freeman Professor Emeritus of Law and Business
Gidon A. G. Gottlieb, LL.B., LL.B., LL.M., S.J.D., Leo Spitz Professor Emeritus of International Law and Diplomacy
Phil C. Neal, A.B., LL.B., Harry A. Bigelow Professor Emeritus of Law
Daniel Abebe, B.A., M.A., J.D., Assistant Professor of Law
Douglas G. Baird, A.B., J.D., Harry A. Bigelow Distinguished Service Professor of Law
Omri Ben-Shahar, B.A., LL.B., Ph.D, S.J.D., Frank and Bernice J. Greenberg Professor of Law
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Richard A. Epstein, A.B., B.A., LL.B., James Parker Hall Distinguished Service Professor of Law and Director, Law and Economics Program
Lee Fennell, B.B.A., M.F.A., J.D., Professor of Law
Takeshi Fujitani, LL.B., LL.M., Visiting Associate Professor of Law
Craig B. Futterman, B.A., J.D., Clinical Professor of Law
Jacob Gersen, A.B., M.A., Ph.D., J.D.; Professor of Law
Douglas H. Ginsburg, B.S., J.D., Charles J. Merriam Scholar
Thomas Ginsburg, B.A, J.D., Ph.D., Professor of Law
Mitu Gulati, A.B., M.A., J.D. Visiting Professor of Law
Bernard E. Harcourt, A.B., J.D., M.A., Ph.D., Julius Kreeger Professor of Law and
Criminology and Chair and Professor of Political Science
R. H. Helmholz, A.B., LL.B., A.M., Ph.D., LL.D., Ruth Wyatt Rosenson Distinguished
Service Professor of Law
M. Todd Henderson, B.S.E., J.D., Professor of Law
Mark J. Heyrman, A.B., J.D., Clinical Professor of Law
Aziz Huq, B.A., J.D., Assistant Professor of Law
Dennis J. Hutchinson, A.B., B.A., M.A., LL.M., Senior Lecturer in Law and William
Rainey Harper Professor in the College, Master of the New Collegiate Division,
and Associate Dean of the College
Joseph Isenbergh, A.B., A.M., J.D., Harold J. and Marion F. Green Professor of Law
Alison LaCroix, B.A., J.D., A.M., Ph.D., Assistant Professor of Law
William M. Landes, A.B., Ph.D., Clifton R. Musser Professor Emeritus of Law and
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Brian Leiter, A.B., J.D., Ph.D., John P. Wilson Professor of Law; Director, Center for
Law, Philosophy, and Human Values
Jeffrey Leslie, B.A., J.D, Paul J. Tierney Director, Housing Initiative, Clinical
Professor of Law and Faculty Director of Curriculum
Saul Levmore, B.A., Ph.D., J.D., LL.D. (hon), William B. Graham Distinguished
Service Professor of Law
Sheri H. Lewis, B.A., J.D., M.L.I.S., Associate Law Librarian for Public Services and
Lecturer in Law
Lyonette Louis-Jacques, A.B., A.M.L.S., J.D., Foreign Law Librarian and Lecturer in
Law
Jens Ludwig, B.A., Ph.D., Professor of Social Service Administration, Law, and
Public Policy
Anup Malani, B.S.F.S., J.D., M.A., Ph.D., Professor of Law and Aaron Director
Research Scholar
Jonathan Masur, A.B., B.S., J.D., Assistant Professor of Law
Richard H. McAdams, B.A., J.D., Bernard D. Meltzer Professor of Law
Thomas J. Miles, B.A., Ph.D., J.D., Professor of Law
Martha C. Nussbaum, B.A., M.A., Ph.D., Ernst Freund Distinguished Service
Professor of Law and Ethics
Randal C. Picker, A.B., A.M., J.D., Paul H. and Theo Leffmann Professor of Law
Ariel Porat, J.S.D., LL.M., LL.B., Fischel-Neil Distinguished Visiting Professor of Law
Eric Posner, B.A., M.A., J.D., Kirkland & Ellis Professor of Law
Richard A. Posner, A.B., LL.B., LL.D., Senior Lecturer in Law
Julie Roin, B.A., J.D., Seymour Logan Professor of Law
Andrew M. Rosenfield, A.B., A.M., J.D., Senior Lecturer in Law
Adam M. Samaha, B.A., J.D., Professor of Law
Michael H. Schill, A.B., J.D., Dean and Harry N. Wyatt Professor of Law
Randall D. Schmidt, A.B., J.D., Clinical Professor of Law and Faculty Director of
Clinical Programs
Alison Siegler, B.A., J.D., LL.M., Assistant Clinical Professor of Law
Geoffrey R. Stone, S.B., J.D., Edward H. Levi Distinguished Service Professor of Law
Randolph N. Stone, A.B., J.D., Clinical Professor of Law
Lior Strahilevitz, B.A., J.D., Deputy Dean and Professor of Law
David A. Strauss, A.B., B.Phil. (Oxon.), J.D., Gerald Ratner Distinguished Service Professor of Law
Cass R. Sunstein, A.B., J.D., Harry Kalven Jr. Visiting Professor of Law
John Sylla, A.B., M.B.A., J.D., Class of 1974 Lecturer in Law
Gerhard Wagner, J.D., LL.M., Visiting Professor of Law
Laura Weinrib, A.B., A.M., J.D., Instructor of Law
David A. Weisbach, B.A., C.A.S.M., J.D., Walter J. Blum Professor of Law and Kearney Director, Law and Economics Program
Diane P. Wood, A.B., J.D., Senior Lecturer in Law
Judith M. Wright, B.S., M.A., J.D., Associate Dean for Library and Information Services and Lecturer in Law

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<tr>
<th>Lecturers in Law</th>
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<tr>
<td>Barry Alberts</td>
<td>William Golden</td>
<td>Theodore Novak</td>
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<td>Russell Ainsworth</td>
<td>Thomas Hale</td>
<td>Julie Gage Palmer</td>
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<td>Pamela Alexander</td>
<td>Robert Helman</td>
<td>Caroline Paranikas</td>
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<td>Philip Bach</td>
<td>Howard Helsinger</td>
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<td>Tony Bangs</td>
<td>David Hilliard</td>
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<td>Robert Berger</td>
<td>Adam Hoeflich</td>
<td>Daniel Rubinstein</td>
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<td>Randy Berlin</td>
<td>David Hoffman</td>
<td>Javier Rubinstein</td>
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<td>Robert Bianchi</td>
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<td>Jack Bierig</td>
<td>Martin Jacobson</td>
<td>Michael Scodro</td>
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<td>David Bowers</td>
<td>Michael Kennedy</td>
<td>Paul Shadle</td>
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<td>Michael Brody</td>
<td>Jeffrey Lange</td>
<td>Nathaniel Shapo</td>
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<td>Jack Levin</td>
<td>Richard W. Shepro</td>
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<td>Scott Davis</td>
<td>Jon Loey</td>
<td>Cynthia Shawamreh</td>
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<td>Chad J. Doellinger</td>
<td>James Madigan</td>
<td>Arthur Sussman</td>
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<td>Melissa Dugan</td>
<td>Douglas Masters</td>
<td>Tara Thompson</td>
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<td>Elizabeth Duquette</td>
<td>Bruce Melton</td>
<td>Preston Torbert</td>
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<td>Tom Dutton</td>
<td>Elizabeth Milnikel</td>
<td>Kevin Van Wart</td>
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<td>David Evans</td>
<td>Judith Mintel</td>
<td>Thomas Vega-Byrnes</td>
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<td>Todd Fishbein</td>
<td>Adam Mortara</td>
<td>Keith Villmow</td>
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<td>Jim Foorman</td>
<td>Brian Murray</td>
<td>James Whitehead</td>
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<td>Carolyn Frantz</td>
<td>Marsha Ferziger Nagorsky</td>
<td>Uli Widmaier</td>
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<td>Georgie Boge Geraghty</td>
<td>Harvey Nixon</td>
<td>Lawrence Wood</td>
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<td>Thomas F. Geselbracht</td>
<td>Lisa Noller</td>
<td>David Zarfes</td>
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**Bigelow Teaching Fellows**

Anthony Casey, A.B., J.D.
Anthony Niblett, B.Com., J.D., Ph.D.
Andres Sawicki, S.B., J.D.
Naomi Schoenbaum, B.A., J.D.
Julia Simon-Kerr, B.A., J.D.
Matthew Tokson, B.A., J.D.

MANDEL LEGAL AID CLINIC

Herschella G. Conyers, B.A., J.D., Clinical Professor of Law
Craig B. Futterman, B.A., J.D., Clinical Professor of Law
Mark J. Heyrman, A.B., J.D., Clinical Professor in Law
Jeffrey Leslie, B.A., J.D., Clinical Professor of Law
Randall D. Schmidt, A.B., J.D., Clinical Professor of Law and Faculty Director of Clinical Programs
Alison Siegler, B.A., J.D., LL.M., Assistant Clinical Professor of Law
Randolph N. Stone, A.B., J.D., Clinical Professor of Law
Jennifer Vollen-Katz, B.A., J.D., M.S., Clinical Lecturer

FACULTY FROM OTHER SCHOOLS and the DIVISIONS

Gary S. Becker, A.B., A.M., Ph.D., University Professor of Economics and Sociology
Kevin M. Murphy, B.A., Ph.D., George J. Stigler Distinguished Service Professor of Economics
William Novak, B.A., M.A., Ph.D., Associate Professor; Department of History and the College
Gerald Rosenberg, A.B., A.M., J.D., Ph.D; Associate Professor. Department of Political Science and the College
Laura Skosey, B.A., M.A., Ph.D., Lecturer, East Asian Language and Civilizations and Lecturer in Law
Alison Winter, B.A., M.Phil., Ph.D., Associate Professor of History

FELLOWS

Charles L. Edwards, Curley Fellow
William Hubbard, Kauffman Fellow
Benjamin Laurence, Law and Philosophy Fellow

VISITING COMMITTEE

CHAIR 2010-2011

LIFETIME MEMBERS
James C. Hormel, '58, Equidex Inc., San Francisco, California
Lillian Kraemer, '64, Simpson Thacher & Bartlett LLP, New York, New York
Mark C. Mamolen, '77, Carl Street Partners, LLC, Miami Beach, Florida

TERMS EXPIRING in 2010-2011
Daniel I. Booker, '71, Reed Smith LLP, Pittsburgh, Pennsylvania
Richard W. Burke, '58, Burke Warren MacKay & Serritella, Chicago, Illinois
Sean R. Carney, '90, The Childrens Investment Fund Foundation, London, United Kingdom
Terms Expiring in 2011-2012

E. Jeffrey Banchero, ’77, The Banchero Law Firm LLP, San Francisco, California
George C. Best, ’77, Foley & Lardner, Redwood City, California
Vincent C. Cordero, ’99, Fox Sports en Espanol, Los Angeles, California
William C. Crerend, ’88, EACM Advisors, LLC, Norwalk, Connecticut
Keith R. Dolliver, ’90, Microsoft Corporation, Redmond, Washington
Steven B. Feirson, ’75, Dechert LLP, Philadelphia, Pennsylvania
Barry E. Fink, ’63, Glaser, Weil, Fink, Jacobs & Shapiro, LLP, Pacific Palisades, California
Scott D. Gilbert, ’79, Gilbert Oshinsky LLP, Washington, District of Columbia
Elaine M. Horn, ’94, Williams & Connolly, Washington, District of Columbia
Tara Gordon Kochman, ’90, Wilmette, Illinois
Cynthia R. Leder, ’80, New York, New York
Frederick C. Lowinger, ’80, Sidley Austin LLP, Chicago, Illinois
Steven A. Marenberg, ’80, Irell & Manella, Los Angeles, California
Janet Denney Olsen, ’81, Artisan Partners Limited Partnership, Milwaukee, Wisconsin
David M. Rieth, ’72, Rieth & Ritchie, P.A., Tampa, Florida
Steven J. Sacher, ’67, Jones Day, Washington, District of Columbia
Adam Silver, ’88, NBA, New York, New York
James A. Squires, ’92, Norfolk Southern Co., Norfolk, Virginia
Mason W. Stephenson, ’71, King & Spalding, Atlanta, Georgia
John D. Torres, ’83, Lennox International, Dallas, Texas
Helen E. Witt, ’82, Kirkland & Ellis, Chicago, Illinois
George H. Wu, ’75, United States District Court Judge Central District of California, Los Angeles, California

Terms Expiring in 2012-2013

Thomas A. Balmer, ’77, Oregon Supreme Court, Salem, Oregon
James Cole Jr., ’95, Wachtell Lipton Rosen & Katz, New York, New York
Philip H. Bartels, ’74, Shipman & Goodwin LLP, Greenwich, Connecticut
The University of Chicago

Bruce I. Ettelson, ’89, Kirkland & Ellis LLP, Chicago, Illinois
Leland E. Hutchinson, ’73, Winston & Strawn, Chicago, Illinois
Charles M. Jacobs, ’56, Brookline, Massachusetts
Catherine M. Klema, ’84, New York, New York
Herbert W. Krueger, ’74, Mayer Brown LLP, Chicago, Illinois
Glen S. Lewy, ’74, Hudson Ventures Partners, New York, New York
Gregory P. Lindstrom, ’78, The Irvine Company, Newport Beach, California
Philip R. McLoughlin, ’71, Crosspond Partners, LLC, Chatham, Massachusetts
Robert H. Riley, ’78, Schiff Hardin LLP, Chicago, Illinois
Charles V. Senatore, ’80, Fidelity Management and Research Co., Boston, Massachusetts
Stanley M. Stevens, ’73, Wilmette, Illinois
William A. Von Hoene, ’80, Exelon Corporation, Chicago, Illinois

*****
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

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

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 Booth 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. Eleven candidates were awarded J.S.D. degrees between June 2003 and August 2008. 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 two faculty members who are 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 65 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 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 will 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 prior to the due date of the application, 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 must also submit these English language test scores.

**PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, and CENTERS**

**PROFESSIONAL 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 and 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.

**SPECIAL PROGRAMS and CENTERS**

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 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 Law, Philosophy, and Human Values, established in 2008, sponsors speakers and conferences to support and encourage the reflective, critical and philosophical study of human values, with a particular emphasis on the conceptual, historical, and empirical foundations of the normative systems—moral, political, and legal—in which human being live. The Center’s mission encompasses not only the traditional concerns of moral, political, and legal theory—in Anglophone, European and non-Western traditions—but also the history of thought about ethical, political, and legal questions as these bear on contemporary questions. Traditional problems of conceptual analysis and normative justification are supplemented by attention to empirical results in the human sciences as these bear on the nature and viability of various forms of normative ordering. Professor Brian Leiter directs the Center.

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 or deviant 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 analyses of actuarial methods in criminal justice; studies of youth gun carrying; research on policing techniques; writings on punishment theory; study of criminal law; a Workshop in Crime and Punishment; and the Norval Morris Fellowship for Public Interest Law. 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.
Program Requirements and Policies

Curricular and Residency Requirements

The J.D. Program

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

All courses are elective after the first year with the exception of (1) a professional responsibility course that all students must take, and (2) one or more of the skills courses or clinics provided in the list approved by the Law School’s Committee on Professional Skills Development. Both the professional responsibility course and the skills course must be taken prior to graduation in order to meet the requirements set by the Accreditation Committee of the American Bar Association. In addition, students must satisfy the writing requirements described in the section on Substantial Writing Requirement.

Class Attendance

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

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

2. An instructor who observes a student to be in violation of 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 general 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:

   • be employed more than 20 hours per week while classes are in session, (ABA Standards, 304(f));
   • maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
fail to sign a seating chart within two weeks of enrollment in any course
(first week for lottery courses).

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’s file, or take any other appropriate action.

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, the University of Chicago Law School (the Law School) has a unique first-year course called Elements of the Law. Elements considers legal issues and their relationships to other fields of thought such as philosophy, economics, and political theory.

All first-year students participate in the legal writing program, under the supervision of one of the six Bigelow Teaching Fellows. The work introduces students to the standard tools and techniques of legal research and requires students to write a series of legal memoranda and briefs. In the Spring Quarter, each student prepares an appellate brief. 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 and a professional skills 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. 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 section on Course Selection below. Students are encouraged to consult with members of the faculty, the Dean of Students, or the Registrar 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, Constitutional Law I, Constitutional Law II or IV, Constitutional Law III, Corporation Law, Criminal Procedure I, Criminal Procedure II, Employment and Labor Law, Evidence, Federal Jurisdiction, Federal Regulation of Securities, Introductory Income Tax, Law and Economics, Legal Profession, Public International Law, Secured Transactions, and Taxation of Corporations I and II.

Course Registration Restrictions

When registering, please note:

1. Students may not register in two classes if there is a time conflict with any portion of any of the time slots (including pre-scheduled make-up time slots) or if travel time between classes would make the student late for the second class.

2. Certain courses will cover substantially similar material. Accordingly, students may not receive credit for both classes. Examples of such overlapping classes include the following (this is not meant to be an exhaustive listing of such courses):
   - Con Law II and Con Law IV
   - Elements of World Law and Public International 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 Litigation Methods
   - Trial Advocacy and Intensive Trial Practice Workshop
   - Taxation of Derivatives and Taxation of Financial Instruments
   - The same course taught by different professors (or the same professor), e.g., Corporate Finance here and at the GSB.

It is impossible to list all of the similar classes outside the Law School. If you note similarities in the course descriptions, you should contact the Registrar or the Dean of Students to determine whether both classes may be taken.

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

It is important that students strike a sensible balance in structuring their program between traditional courses such as Evidence, Corporation Law, Tax, and Constitutional Law, on the one hand, and seminars, workshops, and more specialized courses such as Legal Interpretation and Art Law, on the other. Students should try to divide their traditional classes between the second and third years to maintain this sense of balance. In addition, second year students are strongly encouraged to complete one of their substantial writing papers before the end of the second year.

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 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 Office of the University.
The Law School

WRITING REQUIREMENT

Every J.D. student must complete at least two writing projects beyond the work required in the first-year course in Legal Research and Writing. At least one of these writing projects must be a substantial research paper (SRP). An SRP is (1) a careful, extensive treatment of a particular topic; (2) certified by a member of the faculty (including Visiting Faculty and Senior Lecturers at the Law School, but excluding Bigelow and other Fellows as well as Lecturers in Law) who is in full-time residence at the Law School; (3) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; and (4) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School. A publishable comment or note written for a student journal will satisfy the SRP requirement if it is (a) nominated for this purpose by the editor-in-chief of the journal, and (b) approved by the Dean of Students, in consultation with the Faculty Committee on Writing, prior to the authoring student’s final term of study at the Law School. Similarly, a paper completed for a Law School course or seminar designated, before the start of the course, by the Faculty Committee on Writing as an Advanced Legal Writing course will satisfy the SRP requirement if it is (a) nominated by the instructor of that course for this purpose and (b) approved by the Dean of Students, in consultation with the Faculty Committee on Writing, prior to the final quarter of study.

SRPs are typically 20-30 pages in length, but revisions and opportunities to rework arguments and writing are more important than length. Faculty members certifying such projects must approve the paper topic and agree to supervise the project prior to the student’s undertaking substantial research and writing. SRP credit will not be given for response or reaction papers (that is, where significant legal research is not required), although a faculty member may certify a project that combines reaction papers into a larger paper that reflects faculty-supervised revisions and substantial research. Similarly, if substantial research and supervision by a faculty member (as described in (2) above) are elements of a writing project that produces a brief or a model statute, that too may qualify as an SRP. Work undertaken in the form of independent research, supervised by a faculty member in full-time residence at the Law School, may, of course, also satisfy the SRP requirement.

A student’s second, or other, writing project can, but need not, be of the SRP form. It can be (a) a paper, series of papers, brief or other substantial writing prepared as part of a course or a seminar supervised by a faculty member or a Lecturer in Law so long as the instructor’s expertise and guidance inform the writing process; or (b) a comment or note prepared for one of the student-edited journals, and nominated and approved as above, even if undertaken or submitted too late for SRP certification; or (c) a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and accepted by the Dean of Students; or (d) a brief or series of writings undertaken in one of the Law School’s clinical programs, or in a professional skills course offered at the Law School, so long as the instructor’s expertise and guidance inform the writing process; or (e) an SRP.

Again, work submitted in satisfaction of either of the two writing requirements may not largely be derivative of work undertaken in pursuit of another academic degree or in a summer job or other environment outside the Law School.
Students are required to complete at least one of their required writing projects during their 2L year. They are strongly encouraged to begin the SRP in a quarter that is not the final quarter of study.

**PROFESSIONAL SKILLS COURSE REQUIREMENT**

Before graduation, all students must take one or more of the following courses or clinics, which have been approved by the Law School’s Committee on Professional Skills Development as fulfilling the professional skills requirement set by the Accreditation Committee of the American Bar Association. Courses will be added to this list if they are confirmed to meet the requirement. For the most up-to-date listing, see www.law.uchicago.edu/courses.

**LEGAL CLINICS and CLINICAL COURSES**

Civil Rights and Police Accountability Project  
Criminal and Juvenile Justice Project  
Employment Discrimination Project  
Exoneration Project  
Federal Criminal Justice Project  
Immigrant Child Advocacy Project  
Institute for Justice Clinic on Entrepreneurship  
Housing Initiative  
Mental Health Project

**CLINICAL PREPARATION COURSES**

Intensive Trial Practice Workshop  
Pre-trial Advocacy

**COURSES and SEMINARS THAT TEACH PROFESSIONAL SKILLS**

Advanced Contracts: Sales, a Practice Oriented Approach  
Advanced Corporations: Mergers and Acquisitions  
Advanced Legal Research  
Advanced Legal Writing  
Business of Entrepreneurship for Lawyers  
Business Planning  
Civil Litigation: Theory and Policy  
Class Action Controversies  
Commercial Leasing: Law and Practice  
Commercial Real Estate Transactions  
Complex Appellate Litigation  
Complex Litigation  
Concluding Complex Business Transactions  
Constitutional Decision Making  
Contracting Lab/IT and IP Sectors—Microsoft  
Contracting Lab/Services Sector—Accenture and Northern Trust  
Corporate Governance  
Criminal Procedure II: The Federal Adjudicative Process  
Current Controversies in Corporation and Securities Law
Distressed Investing and Bankruptcy Litigation
Divorce Practice
Drafting Contracts: The Problem of Ambiguity
Empirical Law and Economics
Entrepreneurship in Practice
Financial Accounting
Fundamentals of Accounting for Lawyers
Information Technology Law: Complex Industry Transactions
Information Technology Law: Outsourcing Agreements
Intellectual Property Litigation: Advanced Issues
International Arbitration
Introductory Financial Accounting
Law and Practice of Zoning, Land Use, and Eminent Domain
Legal Elements of Accounting
Legal Elements of Accounting
Legal Transactions--Retail Sector
Life Cycle of a Chapter 11 Case
Mini MBA: Business Boot Camp
National Security Issues, Public Policy and the Rule of Law, and the Fostering of Students' Skills in Analysis and Presentation
Negotiation and Mediation
Negotiation Theory and Practice
Partnership Taxation
Residential Real Estate Development and the Law
Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
Trial Advocacy

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 Exoneration Project, the Immigrant Child 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 the Civil Rights and Police Accountability Project, the Criminal and Juvenile Justice Project, the Federal Criminal Justice Project, the Employment Discrimination Project, the Housing Initiative, and the Mental Health Project (all within the Mandel Clinic); the Immigrant Child Advocacy Project; the Entrepreneurship Clinic (associated with the Institute for Justice), and the Exoneration Project. Each of these clinical courses has its own requirements, including pre- and co-requisites. Some of the prerequisites 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:
• No more than six clinical credits will be awarded to any student for the practical work done in conjunction with the clinic (additional credits are available for coursework done in connection with the clinics. A maximum of 10 total credits can be awarded for clinical work).

• Students may enroll in a clinical course for a minimum of one quarter and a maximum of six quarters.

• 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 will ordinarily be used to determine admission to any clinical course.

THE EDWIN F. MANDEL LEGAL AID CLINIC

The mission of the Edwin F. Mandel Legal Aid 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 legislation, and participating in court and administrative proceedings. In addition, the Clinic seeks to acquaint students with the problems of professional responsibility and with the special issues of low-income clients and other disadvantaged groups. Students are encouraged to identify legal remedies for recurrent problems through new legislation, improvements in government services and benefits, assisting community-based groups and bar associations in their reform efforts, test cases, and other types of law reform litigation.

Under Illinois Supreme Court Rules, students who have completed 60 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: Civil Rights and Police Accountability, Criminal and Juvenile Justice, Employment Discrimination, Federal Criminal Justice, Housing Initiative, Mental Health, and Social Service. Student experiences may vary by project.

THE EXONERATION PROJECT

The Exoneration Project represents clients who have been convicted of crimes of which they are innocent. The Project assists clients in asserting their claims of actual innocence in state and federal court. Student participants are involved in all aspects of post-conviction litigation, including selecting cases, uncovering and developing new evidence of our clients' innocence, and filing and litigating post-conviction petitions, habeas petitions, clemency petitions, and motions for forensic testing. The goals of the Exoneration Project are not only to correct individual injustices that have resulted in the conviction of innocent persons, but also to shed light on more widespread problems in the criminal justice system. The Project also seeks to encourage more interest among the bar for representing clients in need of post-conviction assistance.

Second-year students wishing to enroll in the Project are encouraged to take Evidence and Criminal Procedure in their second year. Third-year students are required to complete, prior to their third year, Evidence, Criminal Procedure I, Pretrial Advocacy, and either the Intensive Trial Practice Workshop or Trial Advocacy.

THE IMMIGRANT CHILD ADVOCACY PROJECT

The ICAP Clinic provides guardians ad litem (Child Advocates) for unaccompanied immigrant children who are in federal custody at the International Children's Center as well as non-detained unaccompanied children residing with sponsors in the Chicago area. Services provided by law students enrolled in the Clinic include: accompanying the children to Immigration Court, Cook County Juvenile Court, meetings with United States government officials, and meetings with consular officials from children's country of origin; legal research to support children's claim for relief from removal in cooperation with attorney(s) representing children in Immigration Court, before the Board of Immigration Appeals and the Seventh Circuit; meeting with the children at least once a week and identifying eligibility for relief from removal, including asylum and special visas for victims of trafficking, abuse, and abandonment; identifying and representing the children's best interests; investigation 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; researching conditions in children's countries of origin (e.g., political and economic conditions); developing written recommendations regarding children's best interests; writing advocacy briefs and advocating on children's behalf with the Office of Refugee Resettlement, Department of Homeland Security, and Executive Office for Immigration Review in whatever context is necessary (e.g. least restrictive placement, family reunification, access to services, access to legal representation).

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.

OTHER CLINICAL PROGRAMS

In addition to these projects, the Law School may offer a clinical seminars. Information on such offerings 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.

**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 percent 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.

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COURSES

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. The course descriptions below, however, provide a representative overview of the curriculum.

FIRST YEAR COURSES

Civil Procedure I
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 2010 - Douglas Baird

Civil Procedure II
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. Make-up sessions: April 26 for April 28 and May 3rd for May 5th. Spring 2011 - Richard A Epstein

Civil Procedure II
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.

Spring 2011 - Adam Cox

Contracts
This course, offered over two sequential quarters, is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached and the various remedies for breach, including damages, specific performance, and restitution. The course is also designed to introduce the student to legal methodology and to compare the common law with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code.

The student’s grade is based on a single final examination.

Autumn 2010 - Omri Ben-Shahar

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The student’s grade is based on a single final examination.

Winter 2011 - Omri Ben-Shahar

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.

Autumn 2010 - Eric Posner

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The student’s grade is based on a single final examination.

Winter 2011 - Eric Posner
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 2010 - Jonathan Masur

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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 final examination. Autumn 2010 - David A Strauss

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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 final examination.

Autumn 2010 - Rosalind Dixon

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 Fellow and Lecturer in Laws. 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. 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 2010 - Anthony Niblett

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Autumn 2010 - Naomi Shoenbaum
The Law School

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Winter 2011 - Naomi Shoenbaum

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Autumn 2010 - Matthew Tokson

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Autumn 2010 - Julia Simon-Kerr

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Spring 2011 - Andres Sawicki

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 students’ grade is based on a single final examination.

Winter 2011 - Richard Helmholz

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The students’ grade is based on a single final examination.

Spring 2011 - Lior Strahilevitz

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.

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Spring 2011 - M. Todd Henderson

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Winter 2011 - Jacob Gersen

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Spring 2011 - Saul Levmore

COURSES

Academic Freedom
This seminar will explore the history, jurisprudence, and controversies surrounding the rights of students, teachers, and scholars. We will consider academic freedom—that is, the liberty to inquire, write, teach, and speak, whether arising from the Constitution or professional norms—primarily in the context of colleges and universities, though we’ll also examine some related problems and controversies over student speech in high school. The course will be structured around several overarching questions: (1) Are educational institutions a special preserve of the First Amendment, with unique rationales for autonomy and protection, or are teaching, research, and governance subject to the same constitutional analysis as any other expression? (2) To whom does academic freedom “belong,” the institution or the individual teacher or student? (3) How should educational institutions (public or private) balance respect for individual inquiry and expression with their historical traditions, needs of the curriculum, and values of community and diversity? (4) Does academic freedom justify deference
to universities’ decision making processes, not only in the assessment of academic work but in such areas as admissions, tenure, regulation of student life, and funding of student activities?

A prior or concurrent course on First Amendment law would be helpful but is not required. Grading will be based on a major paper and several short reaction papers.

Winter 2011 - Steve Sanders

**Administrative Law**

This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; public participation in agency rulemaking; and non-traditional approaches to regulation, including negotiation and privatization. A central theme of the course is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance.

The student’s grade is based on a final examination.

Autumn 2010 - Jonathan Masur

**Advanced Antitrust**

Selected topics, with emphasis on high-tech industries, comparative antitrust law, economic policy, and institutional, remedial, and procedural aspects of antitrust law, both U.S. and foreign.

The Winter Antitrust course is a prerequisite. Students who have completed Professor Picker’s Antitrust course may attend this class, but instead of registering for it, they would register for an independent study and write a paper.

Spring 2011 - Andrew Rosenfield

**Advanced Contracts: Sales, a Practice Oriented Approach**

This course provides a practical approach to understanding the law of sales embodied in Article 2 of the Uniform Commercial Code. The course involves intensive class participation, a moot court argument, client advising, negotiating an agreement with a classmate, and learning the advanced legal research techniques needed to develop the factual record in a case.

The course is designed to be a bridge between law school and practice. As a consequence, there is no exam. Rather, students write short papers for almost every class, culminating in the preparation of a commercial sales agreement.

Winter 2011 - Lisa Bernstein

**Advanced Corporations: Mergers and Acquisitions**

This course explores the legal and business aspects of corporate mergers and acquisitions, with a particular emphasis on the corporate law, securities law, accounting, finance, tax and antitrust issues arising in connection with such transactions. The
course develops the skills necessary to understand complex merger and acquisition transactions through the study of legal cases, business case studies, transaction documents and statutory provisions.

Corporation Law/Business Associations I is a pre-requisite. Advanced Corporations: Mergers and Acquisitions and Business Associations is not open to students who have taken, or are currently taking, Business Associations II (LAWS 42304). LL.M. students, and J.D. students with instructor permission, may take Corporation Law concurrently. Participation in a team simulation exercise is required.

Autumn 2010 - Alicia Davis

Advanced Law and Economics: Theory and Practice

This seminar examines theoretical and empirical work in the economic analysis of law, with an emphasis on the study of legal practice itself. Students will develop formal models of litigant and judicial behavior as well as evaluate empirical studies of the courts.

Familiarity with elementary mathematical methods for economics is expected (i.e., ECON 200, MATH 195, or equivalent). Grades will be based on class participation and short papers analyzing topics raised in class.

Spring 2011 - William Hubbard

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 the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This course also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. 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 area from their work on a final research paper.

The course will be limited to twenty-five students with priority to third years. To receive credit for this course, students must complete several research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either one or two credits for this course depending upon the number of research assignments completed, their class participation/attendance, and the length of their final paper. 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.

Autumn 2010 - Sheri Lewis

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Winter 2011 - Sheri Lewis

Advanced Legal Writing
This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients and sharpen their own thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers.

Winter 2011 - Elizabeth Duquette

Advanced Torts: Economic Interests
This seminar examines several advanced topics that the first-year torts sequence does not cover. A common theme of the causes of action discussed in the seminar is that they protect economic interests. Specific topics include interference with economic interests (both intentional and unintentional), misrepresentation, unfair competition, and abuse of the legal process. The readings consist of a mix of judicial opinions and scholarly commentary. Students write blog posts on the readings and comment on posts by other students. The student's grade is based on class and blog participation. The blog postings do not fulfill one of the substantial writing requirements.

Spring 2011 - Thomas Miles

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 are a prerequisite for the seminar. Enrollment is limited to twenty-five students. A student’s grade is based on class participation and either a series of thought papers for two credits, or a series of short papers totaling at least 25 pages or a major research paper, both for three credits.

Winter 2011 - David Hilliard, Uli Widmaier, Chad Doellinger

**Agency and Partnership Law**

Like the law of contracts, agency law principles are basic to an understanding of our legal system and are applied in many other areas of the law. This course will examine the law of agency and the law of partnerships, agency principles being a cornerstone of partnership law. We will emphasize business and commercial contexts, and will also consider some commonly used variants of general partnerships such as limited partnerships and limited liability companies.

A prior course in corporations or business organizations is recommended by not required. The grade in the course will be based on classroom participation and a written final examination.

Winter 2011 - Robert Berger

**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 2011 - Dennis J Hutchinson

**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 legal consequences, changing understandings of the U.S. Constitution, the legal status of women and African Americans, federalism, commerce, slavery, and the constitutional and legal consequences of the Civil War and Reconstruction.

The student’s grade will be based on a take-home final examination and class participation.

Spring 2011 - Alison LaCroix

**Animal Law**

Is there a place for the consideration of the interests of animals in the law? Throughout the quarter, we will examine the historical and current status of animals in our legal system. Students will examine a diverse cross-section of law devoted to the controversial moral, ethical, and public policy considerations germane to efforts to balance the
interests of animals and those of humans. The course is not an animal rights course. Rather, students will be invited to explore whether the law has a place for animals and, if so, where lines ought to be drawn.

Enrollment will be limited to 20 students. The course is graded on regular class attendance, participation, and a final exam.

Spring 2011 - Pamela Alexander

**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.

Spring 2011 - William M Landes, Anthony Hirschel

**Asset Based Finance**

This seminar course will be of most interest to students interested in financial transactions as the core of a corporate law practice. There are no pre-requisite courses. The emphasis in this seminar course will be on financings of identified operating assets, principally industrial and infrastructure projects and transportation equipment. These financings will be distinguished from financings of ongoing corporate enterprises, and representative transactions will be studied in depth in order to develop and then focus on selected legal structuring and legal practice issues, including, for example, legal opinions normally delivered at financial closings. Because these financings in practice employ nearly the full range of financial products, from commercial bank loans to capital market instruments, credit supports and derivatives, collateral security, and equity investments, the issues discussed have relevance to a broad range of financial transactions. The class will be discussion oriented; there will be no exam and grades will be based on short papers and class participation. The readings will include selected cases, portions of treatises and academic journals, and rating agency and official publications. One or more guest speakers from the financial community are expected.

Corporation Law is not a prerequisite, but is recommended. Enrollment is limited to twenty-five students.

Autumn 2010 - Martin Jacobson

**Bankruptcy and Corporate Reorganizations: Advanced Issues**

This seminar will focus on a number of cutting-edge issues in modern reorganization practice, including substantive consolidation, critical vendor orders, and bankruptcy remote entities.

Students' grades are based on in-class presentations and a take-home examination. Open to non-law students by petition only.

Spring 2011 - Douglas Baird
Behavioral Law and Economics: Selected Topics
This seminar will explore a set of frontiers—issues at the intersection of law and human behavior, including people’s conduct under risk and uncertainty; the commitment to fairness; differences between men and women; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism.
Grades will be based on class participation and a series of papers or a major paper.
Winter 2011 - Jonathan Masur

Business Associations I
Business Associations I is the first in a two-quarter sequence of courses on the law governing modern business firms. The main focus is on corporations but some attention is paid, less systematically, to partnerships and limited liability associations such as LLCs. The first quarter covers the life cycle of business associations, from formation through operations and dissolution, with particular concern for the obligations of managers and the rights and interests of owners and other stakeholders.
Business Associations I is not open to students who have taken, or are currently taking, the Corporation Law course or the Business Organizations course. The student’s grade will be based on a proctored final examination.
Autumn 2010 - Joseph Isenbergh

Business Associations II
Business Associations II is the second in a two-quarter sequence of courses on the law governing modern business firms. The main focus is on corporations but some attention is paid, less systematically, to partnerships and limited liability associations such as LLCs. The second quarter is concerned mainly with situations in which control of a firm comes into play: these include mergers and acquisitions along with other situations where control is transferred, abused, or substantially redistributed.
The student’s grade will be based on a proctored final examination. It is recommended, but not strictly required, to take Business Associations I before taking Business Associations II. This course, like Business Associations I, is not open to students who have taken, or are currently taking, the basic Corporation Law course, Business Organizations or Advanced Corporations: Mergers and Acquisitions.
Winter 2011 - Joseph Isenbergh

Business Associations III: Corporate Governance
This course focuses on current topics in US corporate governance. It 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 percent. 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.

Corporation Law or Business Association I is a prerequisite for this class. The Corporation Law/Business Associations I pre-req is waived for LL.M.s and other international students who have taken similar courses abroad. Given the discussion format, class participation will count for 40 percent 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.

Spring 2011 - Lisa Bernstein

Business Organizations

This is an introductory course on the law of business organizations. While we will focus primarily on corporate law, we will also cover agency and partnership law and emerging legal entities such as limited liability partnerships and limited liability companies.

The class is not open to students who are taking, or have taken, Business Associations I, Business Associations II or Corporation Law.

Autumn 2010 - Daniel R Fischel
**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/Business Association I and Taxation of Corporations I or receive instructor approval. The student’s grade is based on a final examination; students may earn an additional credit by writing a paper on a topic approved by the instructors.

Winter 2011 - Keith Crow, Keith Villmow

**Business of Law**

This course will focus our students’ critical reasoning skills on their own chosen profession through an in-depth and interdisciplinary examination of the business of law. We will analyze the business, how it is changing, and professional development issues that all new lawyers should expect to arise over their long and varied careers. Classes will include guests with expertise in law firm management, client relationship skills, industry trends, and lawyer career development to prompt a robust and candid dialogue from a variety of perspectives. Reading materials will include selected articles, excerpts, and David H. Maister’s influential *Managing the Professional Services Firm*.

Grades will be based on classroom participation, short reaction papers, and, for those interested in three credits, a longer research paper.

Spring 2011 - Bruce Melton

**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 the effect of the credit crunch on these transactions. Finally, we will examine the role of the lawyers who are involved in buyouts.

The class size will be limited to 35. There will be one 20-page paper. Grades will be based on the paper and class participation.

Winter 2011 - Scott Davis
China and International Law
What is China's role in the development of international law? Are China’s political, business, and intellectual leaders embracing or rejecting international law? How do they seek to reshape international law to match their own interests and ambitions, particularly in critical fields such as trade, human rights, the environment, maritime rights, arms control, and the exploration of outer space? This course-seminar explores China’s efforts to join and reform various international regimes, highlighting China’s future impact on world legal and political systems.

Autumn 2010 - Robert Bianchi

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 2010 - Craig Futterman

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Spring 2011 - Craig Futterman

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 2011 - Michael Brody

Commercial Real Estate Finance
This seminar will consider basic principles of commercial real estate lending, including financing structures, legal issues in lending (including the impact of bankruptcy), sources of debt capital and basic underwriting, principles applied by institutional lenders.
Having Taken Commercial Real Estate Transactions (LAWS 44801) may be helpful, but is not a prerequisite. A student’s grade will be determined by an in-class examination.
Winter 2011 - James Rosenbloom

Commercial Real Estate Transactions
This course examines the legal and business aspects of commercial real estate transactions, including purchase and sale contracts, choice of entity and tax considerations, condition of title and title insurance, survey, warranties, construction lending and construction contracts, and basic financing structures.
The student's grade is based on a final examination.
Autumn 2010 - Jeffrey Leslie

Comparative Criminal Procedure Seminar
While the substantive criminal laws of most democratic countries are broadly similar, systems of criminal procedure exhibit wide variety across jurisdictions. This seminar will consider constraints on police investigation in various systems; the division of labor between prosecutors, judges and defense counsel; the classic distinctions between the adversarial and inquisitorial models of trial procedure; and systems of lay
participation. We will also evaluate the extent to which criminal procedure rules are converging around the world under the influence of the international human rights regime.

Students will be expected to write a series of short reaction papers, and a longer research paper. Students who wish to write a paper that fulfills the substantial research paper graduation requirement will be able to do so.

Winter 2011 - Richard McAdams, Thomas Ginsburg

**Comparative Legal Institutions**

This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the structure of different legal systems and the consequences of those structural differences for law and society. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. The course will conclude with reflections on what a comparative perspective tells us about American legal institutions.

Course grades will be given on the basis of a take-home written exam, with a small component for class participation.

Spring 2011 - Thomas Ginsburg

**Competition Policy in the European Community**

This seminar provides an introduction to the law and practice of competition policy of the European Union. It will focus particularly on the economic reasoning behind the design of EU competition law and its application to particular business practices. The course first focuses on the objectives of competition policy in the EC including its foundations in a particular economic approach to competition policy known as the ordo-liberal school. It will then cover the major areas of EC competition law including cartels and the exemptions for cooperative behavior; abuse of dominance including essential facilities, tying, bundled rebates, and exclusive dealing; 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 courts. The course will introduce students to the major EU cases, with a particular focus on recent Commission decisions and court judgments, and to efforts to introduce economic reasoning into EU competition law and to move from form-based to effects-based analyses.

Grade will be based on a final in-class examination and an optional paper (to receive 3 credits).

Spring 2011 - David Evans

**Complex Corporate Litigation Management**

This seminar emphasizes acquiring practical knowledge about how litigation typically progresses from filing of the complaint to resolution of the dispute. Students learn how to develop litigation strategies that dictate step by step choices in managing litigation to a successful conclusion for the client. The relationship between in-house counsel and outside counsel and how this relationship works in managing complex corporate litigation is also examined. Students gain knowledge about how the client’s...
business processes and corporate culture manifest themselves in litigation preferences about such things as litigation team management, use of the media, motion practice, response to discovery, venue selection, regulatory involvement, approach to class action cases, settlement, punitive damages and the like. How to plan litigation strategy to comport with the Corporate Client’s desires while maintaining a winning strategy and maintaining the outside counsel’s comfort level is discussed. The class covers the arc a complex corporate lawsuit typically takes from the filing of the complaint to the resolution of the dispute whether resolved by settlement, self-help, legislative or regulatory involvement, final judgment or other means. Several case studies of litigated disputes that galvanized the media are examined. 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 case. 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 students’ choice of a major paper, several reaction papers or an end of quarter examination and on class participation.

Winter 2011 - Judith Mintel

Complex Litigation
An advanced civil procedure class, this course will introduce students to complex civil litigation, and the various ways available in the federal system to aggregate multi-party, multi-issue, and multi-forum disputes. The class will cover both the theory of the various laws and devices used in aggregation, and also the practical aspects of how those laws and theories succeed (or not) in achieving fair and efficient disposition of disputes. Topics covered will include the various mechanisms for aggregating parties, including joinder, intervention, interpleader, and class actions; relevant venue and consolidation considerations, including multi-district transfer and consolidation; federal jurisdiction and preclusion rules that affect aggregation; and relevant choice of law issues.

Grading will be based on an open-book take-home final examination, with some account taken of class participation.

Spring 2011 - Brian Murray

Conflicts of Law
This course will examine the legal framework for the resolution of interstate conflicts of law within the U.S., focusing on the choice of law principles that courts apply to determine the rule of decision in cases where the relevant parties, conduct or transactions have connections to more than one state. The course will consider how conflicts of law rules implicate important separation of powers, federalism and private international law concerns. Topics include the federal constitutional limitations on choice of law, the extent to which courts must give full faith and credit to the judgments of courts in other states, and the role of international conflicts of law rules on the domestic enforcement of foreign judgments.

Student grades are based on an in-class final examination.

Spring 2011 - Daniel Abebe
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 three 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.
Winter 2011 - Geoffrey Stone

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 final examination.
Autumn 2010 - Aziz Huq

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.
Students who have completed Constitutional Law IV are ineligible to enroll in this course. The student’s grade is based on a final examination and class participation.
Autumn 2010 - David A Strauss

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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.

Students who have completed Constitutional Law IV are ineligible to enroll in this course. The student’s grade is based on a final examination and class participation.

Winter 2011 - Geoffrey Stone

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. 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 final examination.

Autumn 2010 - Adam Cox

Constitutional Law V: Religion and the Constitution
This course explores the relationship between religion, constitutional law, and judicial review in the United States. Students will consider how political institutions might be designed in light of religious commitments in society, and then study the influence of constitutional adjudication and the character of judicial doctrine. Students are encouraged to complete Constitutional Law I before enrolling in this course. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Grades are based on a final exam and class participation.

Winter 2011 - Adam Samaha

Constitutional Law VI: Constitutional Rights in Comparative Perspective
This course offers a survey of U.S. constitutional rights law from a comparative perspective. It considers U.S. Supreme Court decisions relating to the death penalty, equal protection, affirmative action, hate speech, pornography, libel, abortion, gay and lesbian rights, religious free exercise (especially as it arises in the context of religious sacraments and religious dress), and emergency legislation post-9/11, and compares the Court’s approach in these cases to the approach of constitutional courts in Canada, Germany, India, Israel, South Africa and the United Kingdom in similar cases. Prerequisite: Students must complete one of the other Con Law courses (I-V) Assessment for the course will be based on a combination of class participation (30%) and a take-home final examination (70%). The exam will comprise two questions: (i) asking you to use foreign law or experience to reflect on an issue in U.S. constitutionalism; and (ii) asking you to predict how the court in one of the jurisdictions we have studied would likely approach an issue. This class will not meet January 4th.

Winter 2011 - Rosalind Dixon

Contract Drafting and Review
This seminar will serve as an introduction to contract drafting and how such drafting differs from other types of legal writing. We will start with the basic “anatomy of a contract,” discussing the meaning, use and effect of various provisions. The course will address not only legal drafting issues, but also how to understand a client’s prac-
tical business needs and the “bigger picture” in order to effectively use the contract as a planning and problem solving tool. Students will draft and review specific contract provisions, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues.

Grades will be based upon class participation, a series of short drafting exercises over the quarter, and a final exam requiring students to review and revise a contract presented to them.

Autumn 2010 - Joan Neal

Contract Law Theory
This seminar will examine some of the leading debates in the theory of contract law. The initial classes will focus on the broad economic, legal, and moral criteria that scholars use to evaluate the content and application of contract law. After this introduction, each meeting will address specific topics that have received significant attention in the literature, including when and whether it is permissible to breach an agreement, debates about whether judges should reach beyond the text of contract to construe its meaning, and empirical research that calls into doubt some of the standard assumptions about the content and use of consumer contracts and other commercial agreements.

Grades will be based on a combination of the paper and class participation.

Spring 2011 - Anthony Niblett

Contract Negotiation
This seminar will provide students with the opportunity to participate in a simulated contract negotiation for the outsourcing of services. Students will be divided into “buyers” and “sellers” and then paired up to draft, review, revise, negotiate and finalize a contract with their opposing counsel partner by the end of the quarter, with a focus on risk assessment and risk mitigation in the contract. Instructors will act as the clients for the two sides of the transaction, providing necessary business and legal guidance to their students/counsel over the course of the simulation. The simulation will require not only in-class participation, but also negotiation sessions to be scheduled by the pairs between class meetings. The simulation may begin with a Request for Proposal (“RFP”) and continue through the drafting and completion of an agreement, or may involve the negotiation of a second related agreement following completion of the first agreement.

Grades will be based upon class participation (including the ability to work with others in a collaborative and effective manner) and the instructors’ review of the final agreement(s) reached by the parties.

Winter 2011 - David Zarfes, Joan Neal

Contracts and Commercial Transactions
The objective of this course is to familiarize the student with contracts as used by sophisticated parties. Accordingly, this course will explore "real-world" contracts actually entered into by "real-world" companies -- the Coca-Cola’s, Microsoft’s, and HP’s of the world. Through this course, the student will attain a certain facility with agreements, their organization and structure, their language, and their provisions (and the interaction of these provisions). The course will pay considerable attention to how courts have treated various contractual provisions, exploring areas of substan-
The University of Chicago

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.

Autumn 2010 - Saul Levmore

Corporate Criminal Prosecutions and Investigations

The criminal investigation and prosecution of large-scale corporate fraud is the hottest area of focus for prosecutors and the criminal defense bar. This course is designed for students interested in learning about the practical aspects of uncovering, investigating, defending, and prosecuting corporate crimes; reporting findings to clients and government authorities; strategic considerations for the prosecutor and defense lawyer in white collar criminal investigations; prosecutorial charging policies and decisions; pre-trial diversion and non-prosecution agreements; and the Foreign Corrupt Practices Act. The class will introduce students to this multi-faceted area of the law, and expose students to real-world considerations involved in advising corporate clients and their officers, directors, and employees. The course will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel.

The student's grade will be based on a final examination and class participation.

Winter 2011 - Andrew Boutros, William Hogan

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 struc-
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.

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.

A student’s grade is based on a proctored final examination.

Winter 2011 - David A Weisbach

Corporate Lab

The objective of this seminar is to create a student laboratory that will work closely with the legal teams from Accenture, AT&T, IBM, JPMorgan Chase, Microsoft, Northern Trust, United Airlines, and Verizon on legal initiatives relative to the practice of multinational businesses in the consulting, financial, information technology, telecommunications, and transportation sectors; in doing so, the course aims to teach practical legal skills both by working on actual projects with in-house counsel and by collaborating in the classroom on the legal issues raised by such projects. Students will be divided into teams based on participant company and will be given a wide range of responsibilities in connection with one or more projects for their company. Examples of projects include: for Accenture, interviewing top law firms and third-party advisers that support outsourcing contracts to determine their negotiation styles and strategies and to assess market trends and future outsourcing movement with an eye toward the current economic environment; for AT&T, researching state laws regarding limitations of liability in government contracts and furnishing recommendations on negotiating leverage across jurisdictions; for JPMorgan Chase, performing due diligence to ensure compliance with banking regulatory regimes and surveying the legal marketplace for trends in alternative fee arrangements; for Microsoft, developing industry-specific terms and templates for IT transactions to decrease contract complexity and aid negotiations; for Northern Trust, reviewing and performing risk analyses on key provisions of asset servicing and fund administration contracts entered into with institutional investors worldwide; and, for Verizon, researching corporate governance and voting laws in preparation for an upcoming shareholder meeting. This practicum mirrors a real-world work experience: Students will receive hands-on substantive and client-development experience and are expected to exercise a high level of professionalism and responsiveness. In addition to weekly class meetings to deliver project statuses and discuss legal issues raised by the work, students are expected to meet outside of class to meet their deadlines.

Grades will be based upon the quality of work product (50 percent), appropriate attention to client service (25 percent), and collaborative efforts within a team environment (25 percent). This offering will not count toward seminar restrictions and is not subject to lottery registration; however, the instructors may cap enrollment depending on company needs. Students who register are expected to remain in the course for two consecutive quarters.

Autumn 2010 - David Zarfes, Sean Kramer, Michael Bloom

Corporate Lab

The objective of this seminar is to create a student laboratory that will work closely with the legal teams from Accenture, AT&T, IBM, JPMorgan Chase, Microsoft, Northern Trust, United Airlines, and Verizon on legal initiatives relative to the prac-
tice of multinational businesses in the consulting, financial, information technology, telecommunications, and transportation sectors; in doing so, the course aims to teach practical legal skills both by working on actual projects with in-house counsel and by collaborating in the classroom on the legal issues raised by such projects. Students will be divided into teams based on participant company and will be given a wide range of responsibilities in connection with one or more projects for their company. Examples of projects include: for Accenture, interviewing top law firms and third-party advisers that support outsourcing contracts to determine their negotiation styles and strategies and to assess market trends and future outsourcing movement with an eye toward the current economic environment; for AT&T, researching state laws regarding limitations of liability in government contracts and furnishing recommendations on negotiating leverage across jurisdictions; for JPMorgan Chase, performing due diligence to ensure compliance with banking regulatory regimes and surveying the legal marketplace for trends in alternative fee arrangements; for Microsoft, developing industry-specific terms and templates for IT transactions to decrease contract complexity and aid negotiations; for Northern Trust, reviewing and performing risk analyses on key provisions of asset servicing and fund administration contracts entered into with institutional investors worldwide; and, for Verizon, researching corporate governance and voting laws in preparation for an upcoming shareholder meeting. This practicum mirrors a real-world work experience: Students will receive hands-on substantive and client-development experience and are expected to exercise a high level of professionalism and responsiveness. In addition to weekly class meetings to deliver project statuses and discuss legal issues raised by the work, students are expected to meet outside of class to meet their deadlines.

Grades will be based upon the quality of work product (50 percent), appropriate attention to client service (25 percent), and collaborative efforts within a team environment (25 percent). This offering will not count toward seminar restrictions and is not subject to lottery registration; however, the instructors may cap enrollment depending on company needs. Students who register are expected to remain in the course for two consecutive quarters.

Winter 2011 - David Zarfes, Sean Kramer, Michael Bloom

Corporate Lab
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Spring 2011 - David Zarfes, Sean Kramer, Michael Bloom

Corporation Law

This three-credit course is an introduction to the law governing the modern business corporation. It focuses on both large and small firms and pays particular attention to mergers and acquisitions as well as the allocation of control among managers, boards of directors, and investors.

The class will either require a paper or a take-home exam. Corporation Law is not open to students who have taken, or are currently taking, Business Associations I (LAWS 42303).

Autumn 2010 - Mitu Gulati

Criminal Procedure II: The Federal Adjudicative Process

This course will conduct a survey of pre-trial and post-trial federal criminal procedure and the federal criminal process after formal proceedings have commenced, focusing on the constitutional and statutory law that governs at each stage. Topics will include: pretrial release and detention, the preliminary hearing, the grand jury, the charging instrument, joinder and severance, discovery, selected trial issues (including confrontation rights), plea bargaining and negotiation, and sentencing. We will also examine perspectives on prosecutorial discretion and ethics, as well as ethical issues surrounding the representation of criminal defendants. Various guest speakers will visit class, including federal district court judges.

The student’s grade will be based on an in-class examination and on several short writing assignments. This course will not cover any of the material addressed in Criminal Procedure I, and that course is not a prerequisite.

Winter 2011 - Alison Siegler
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 in representation. The Clinic social worker and social work students are actively involved in many of the cases and activities. Students may be expected to interview clients and witnesses; inspect crime scenes; conduct fact investigations; participate in relevant community, professional and bar association activities; and prepare motions, briefs, memoranda, and other pleadings. Third-year students may also be expected to appear in court at status hearings, argue contested motions, present legal issues, negotiate with opposing counsel, and, depending on the case and the client-student-faculty assessment, participate in the representation of the client at trial. All students are encouraged to work collaboratively, creatively, and across disciplines in both direct representation and policy initiatives. Second-year students wishing to enroll in the Project are strongly encouraged to enroll in Evidence early in their second year. Other strongly recommended courses include Criminal Procedure, Juvenile Justice, and 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 2010 - Herschella Conyers, Randolph Stone

Criminal and Juvenile Justice Project

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Spring 2011 - Herschella Conyers, Randolph Stone

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 2011 - Richard Shepro

Derivatives
This seminar will introduce the basics of derivatives by looking at their forms and uses, as well as the regulation governing them. We will read a mixture of economics, practice literature, regulations, cases, and academic articles.
Grades will be based on class participation and a series of short research papers.
Winter 2011 - M. Todd Henderson

Distribution, Taxes, and Social Justice
This interdisciplinary seminar will examine normative theories of social justice (Rawls, Sen, and others) in the context of a focus on tax policy and other practical strategies for addressing inequality (education, affirmative action). The focus throughout will be on inequality in the United States.
Students enrolled will write a seminar paper (20-25 pages). Non-law students should apply to the instructors by November 1, 2010.
Spring 2011 - Martha C Nussbaum, David A Weisbach

Divorce Practice
This seminar provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of basic 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; pretrial discovery; common evidentiary issues; federal tax aspects of marital dissolution and effects of bankruptcy.

One-third of the student’s grade is based on class participation, and two-thirds is based on the drafting of court pleadings and legal memoranda. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (WP).

Autumn 2010 - Donald Schiller

**Drafting Contracts: The Problem of Ambiguity**

This seminar examines what is arguably the most common cause of litigation over contracts—ambiguity. By reviewing and discussing many specific examples of ambiguity, students will learn to identify the various forms of ambiguity that occur in contracts and how to eliminate them. Using the readings and handout materials, students will prepare a checklist of ambiguity issues that will help them identify and eliminate ambiguity in all types of contracts that they will draft or review throughout their legal careers. The seminar will analyze such issues as how an easily avoidable case of contract ambiguity led to the largest civil damages award in American history; how a case of postmodification ambiguity caused a million dollar ambiguity in a contract; how Roger Casement was “hanged by the comma” in the English Treason Act of 1351; and how a case of postmodification ambiguity altered the course of World War II.

Grades will be based on a proctored final exam.

Winter 2011 - Preston Torbert

**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.

Autumn 2010 - Anup Malani

**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.

Enrollment is capped at 20. Topics not covered in the seminar will be suitable for papers. Students may either write a substantial paper or write a shorter paper and make a presentation to the class at the end of the quarter.

Winter 2011 - Marsha Nagorsky

**Employment Discrimination Law**

This seminar deals with the problem of discrimination in the American workplace and the federal and state statutes that have been enacted to prohibit it. Primary focus will be on the major federal equal employment opportunity statutes (Title VII of the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act), the types of claims that are brought under these laws (disparate treatment, disparate impact, mixed motives, and retaliation claims), and the varying burdens of proof/persuasion, procedural prerequisites, and remedies provided by these statutes, along with current proposals for legislative change.

Enrollment will be limited to 20 students. The student’s grade will be based on class participation and a final examination; students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam.

Winter 2011 - James Whitehead

**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 work place. Additionally, in its individual cases and law reform/impact cases, the Project seeks to improve the procedures and remedies available to victims of employment discrimination so that complainants have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Project, in addition to litigation, is also active in the legislative arena and participates with other civil rights groups in efforts to amend and improve the Illinois Human Rights Act.

Second-year students in the Project can expect to handle several cases individually and second chair other cases along with third-year students. Second-year students will autonomously handle cases that the Department is investigating. In these cases,
students interview clients and witnesses, assist in the preparation of written briefs and memoranda explaining why the client was the victim of discrimination, and represent clients at informal hearings before the Department. Second- and third-year students will jointly handle cases in the Commission and at various pre-trial stages. They will be involved in discovery (drafting requests, responding to the 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 2010 - Randall Schmidt

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Spring 2011 - Randall Schmidt

Entrepreneurship and the Law
This seminar examines how the legal landscape and legal structuring strategies shape entrepreneurial enterprises, particularly micro-enterprises in the US. The course explores the position of the entrepreneur in society, in the economy, and in our constitutional framework, in order to analyze the entrepreneur's fundamental legal needs. The seminar then surveys legal questions particular to start-ups, including strategies for structuring a business organization, financing, and protecting intellectual property. Throughout the course, students will analyze strategies for counseling entrepreneurial clients.

This seminar is a prerequisite for participation in the Institute for Justice Clinic on Entrepreneurship by 2Ls and a co-requisite for participation by 3Ls. Students' grades will be based on active participation and several short writing assignments.

Autumn 2010 - Beth Milnikel

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.

Winter 2011 - Richard Helmholz

Evidence
An examination of the federal rules governing proof at trial. On many points, the rules of most states are the same or similar (New York and California have the most differences, though even they have significant overlap with the Federal Rules). There will be somewhat more lecture than in a typical course, in order to facilitate coverage of material. Even so, certain relatively minor or easy topics will not be covered (Burdens of Proof, Presumptions, Judicial Notice), and others will be covered only briefly (e.g., Privileges, Impeachment of Witnesses). Approximately two-thirds of the term will be devoted to the two central topics in the law of evidence: relevance and hearsay (including the hearsay exceptions).

Winter 2011 - Brian Leiter

Evolving Regulation of Financial Institutions and Markets
In this time of turmoil in markets and the attendant need to refinance financial institutions it is likely that there will be a substantial revisiting of regulation of businesses and markets. This seminar will be a largely unstructured effort to investigate (and to create) various proposals in connection with the emerging debate on how to address these issues and institutions. The idea of the seminar is to form groups to focus on topics of interest leading to student reports and papers. We will meet weekly on Mondays at 1:30. No prior courses are required but students will be responsible for acquainting themselves with present regulation and our interest will be on proposed changes in light of the current financial crisis. Space is limited and closed to those already in the Bailouts seminar.

Spring 2011 - James Foorman

Executive Branch Design
This seminar will explore selected topics concerning institutional design of the executive branch. Topics covered will include hierarchical control, signing statements, inherent executive authority, executive immunities, civil service, executive statutory interpretation, spending powers, and presidential transitions. Additional or alternative topics may be added depending on student interest.

Spring 2011 - Jacob Gersen

Exoneration Project
The Law School, the Clinical Programs, the law firm of Loevy & Loevy, and the Truth and Justice Project are pleased to announce the start of a new clinical program: The Exoneration Project. The Exoneration Project will begin in January 2008 and will provide representation to clients who are asserting their actual innocence in state and federal court. Students in the Project will be involved in all aspects of the case from initial case selection through investigation and litigation. This new clinical project is open to all 2L’s and 3L’s who are not currently in and have not been in any other clinical project. It is expected that the project will take 8-10 students in January. A preference will be given to 3L’s who have not been in a clinical program and who are on the
waiting lists of the various clinics. A special lottery will be conducted for all interested students. Students selected for this project will receive credit for the work they do in accordance with the credit rules for all other clinical programs.

Autumn 2010 - Tara Thompson, Russell Ainsworth, Elizabeth Wang, Jon Loevy

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Spring 2011 - Tara Thompson, Russell Ainsworth, Elizabeth Wang, Jon Loevy

**Family Law**
This course will examine the state’s role in recognizing and regulating personal relationships between adults and between adults and children. Specific topics include marriage, other partnerships, friendship, divorce and other forms of dissolution, reproductive rights, child support and custody, and the allocation of childrearing authority among parents, other caregivers and the state. Throughout the quarter, we will compare various legal and social meanings of family and explore assumptions about the family that underlie existing legal regulation.
A student’s grade will be based on a take-home final examination.

Winter 2011 - Emily Buss
Federal Courts from the Judge’s Perspective
This seminar will take a close look at selected problems relating to the role of the federal courts in the United States. The problems will be chosen with an eye to both the frequency with which the federal courts currently encounter them and to the difficulty of the issues even if they make only rare, but predictable, appearances. The topics will change from year to year, but they will normally include the following: defining the scope and limits of the judicial power; Article III limitations such as standing, mootness, ripeness, and political questions; congressional control of the federal courts; non-Article III tribunals; subject matter jurisdiction – actual, potential, and optimal; actions against governmental units and officials, as well as related immunity doctrines; habeas corpus; standards of review; institutional reform litigation; and judicial federalism, including anti-injunction legislation, abstention doctrines, and Erie.
Winter 2011 - Diane Wood

Federal Criminal Justice Project
The Federal Criminal Justice Project's primary mission is to zealously represent indigent defendants charged with federal crimes while giving students a unique opportunity to practice in federal district court. The FCJP will represent clients from arrest through trial or guilty plea and sentencing, and will also represent clients on probation/supervised release, appeal, and beyond. Students will be assigned to cases in teams of two, and will advocate orally and in writing on behalf of their clients at every stage of the case. FCJP students will interview clients and witnesses; conduct and participate in bond hearings, preliminary hearings, arraignments, plea hearings, sentencing hearings, and trials; prepare and file written motions; negotiate with Assistant United States Attorneys and probation officers; and participate in investigations. In addition to representing individual clients, the FCJP will serve as an information clearinghouse and resource for Chicago federal criminal defense lawyers, and will work to address larger systemic problems. Students will learn to represent clients at every stage of a federal criminal case by attending required weekly supervision sessions that will include skills exercises and simulations, as well as lectures and discussions.
Given the intensity and timeline of federal criminal cases, students are required to commit to three quarters in the FCJP, and will receive a total of six credits (averaging out to two credits per quarter). The prerequisites are Evidence, Criminal Procedure I, and the Intensive Trial Practice Workshop. In addition, students in the clinic are required to take Criminal Procedure II: The Federal Adjudicative Process. It is strongly recommended that FCJP students take Criminal Procedure II during the fall quarter of their third year, contemporaneously with their clinic work.
Autumn 2010 - Alison Siegler, Jennifer Vollen-Katz

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Spring 2011 - Alison Siegler, Jennifer Vollen-Katz

Federal Criminal Law
This course, taught by two Assistant United States Attorneys in Chicago, will expand students’ knowledge of the scope and application of federal criminal law, and will challenge students to think and act as practicing prosecutors and defense attorneys.
The course will review five major areas of federal criminal law: (1) the role and scope of the federal criminal system; (2) narcotics and money laundering prosecutions; (3) the use of informants; (4) public corruption and mail fraud; and, (5) racketeering. Students will gain a working knowledge of the relevant case law on these topics, and will also review real cases prosecuted in federal court in the Northern District of Illinois. This course is unique in that it will incorporate a practical component into the last four of these subject areas. First, after we lecture one week on federal narcotics laws, students will spend the following week writing and arguing a motion to suppress based upon a narcotics fact pattern we provide. (We will divide the course evenly between prosecutors and defense attorneys.) Second, after we teach the public corruption/mail fraud topic, students will be required to submit and then argue a motion to dismiss an indictment. Third, in connection with the racketeering unit, students will give a short closing argument. Fourth, after discussing the use of cooperators and informants, students will either direct or cross examine a typical cooperating witness. Evidence and Criminal Procedure I are recommended but not required prerequisites. Because of the practical component, class size will be strictly limited to 12 students. Students will submit for grading all four written exercises (i.e., motion to suppress, witness examination outline, motion to dismiss and closing argument outline), and will present or argue two of these assignments. These four written and two oral exercises will provide most of the basis for their grade. The four writings, up to ten pages each, will form the basis for 50 percent of each student’s grade. The practical exercises will form the basis for 20 percent of each student’s grade. Lastly, to foster discussion on every topic covered, class participation will comprise 30 percent of each student’s grade.

Spring 2011 - Lisa Noller, Daniel Rubinstein

Federal Jurisdiction
This course will consider the role of the federal courts in the federal system. Topics will include the power of Congress to expand or contract the jurisdiction of the federal courts, federal question jurisdiction, litigation against federal and state governments and their officials, direct and collateral review of state-court decisions, abstention, and related doctrines.

Constitutional Law I is highly recommended. The student’s grade is based on a proctored final examination and class participation.

Autumn 2010 - Alison LaCroix

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 final examination. Students must be available for potential make-up meetings Wednesdays 6:00-8:00 p.m.

Spring 2011 - Adam Mortara
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/Business Association I is a prerequisite, although it may be taken concurrently. Grades will be based on class participation and a standard final examination.
Winter 2011 - M. Todd Henderson

Federal Reserve System
In light of the recent financial crisis, the Federal Reserve’s central role in responding to it, and the expansion of the Federal Reserve’s responsibilities under the recent financial reform law, this seminar will explore the Federal Reserve System. The seminar will begin with a primer on monetary policy to understand the purpose of a central bank. We review the history of the US Federal Reserve System, including the compromises that explain its peculiar structure. The seminar will describe the organization of the Federal Reserve (and how it compares to other agencies) and the various acts that expanded its powers and provided for oversight of the Fed. Finally, we will engage the various policy debates about the role and power of the Fed during the recent financial crisis and in its aftermath.
Spring 2011 - Anup Malani, Eric Posner

Federal Sentencing: Balancing Judicial and Prosecutorial Discretion
The Supreme Court has dramatically changed the federal sentencing landscape in recent years, making federal sentencing the least settled and most dynamic area of federal criminal jurisprudence. This seminar examines the recent federal sentencing revolution in the context of the history of federal sentencing. We will study the Federal Sentencing Guidelines and recent Supreme Court cases that struggle to define the Guidelines’ proper role in sentencing. A central focus of the seminar will be the ongoing struggle to balance judicial discretion and prosecutorial discretion, and the fundamental tension this creates between the executive branch and the judiciary. The seminar will also focus on the ongoing debate over sentencing disparities. Reading materials are varied and include Supreme Court and lower court cases, the Federal Sentencing Guidelines, law review articles, Sentencing Commission studies and reports, and Department of Justice internal directives. Various guest speakers will visit class, including federal district court judges and an Assistant United States Attorney.
Students will be expected to complete a 20-25 page practice-oriented research and writing assignment based on an actual federal case. Students will be graded based on their written submissions and class participation.
Spring 2011 - Alison Siegler
**Feminist Philosophy**

The course is an introduction to the major varieties of philosophical feminism: Liberal Feminism (Mill, Wollstonecraft, Okin, Nussbaum), Radical Feminism (MacKinnon, Andrea Dworkin), Difference Feminism (Gilligan, Held, Noddings), and Postmodern "Queer" Feminism (Rubin, Butler). After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. Undergraduates may enroll only with the permission of the instructor. Spring 2011 - Martha C Nussbaum

**Financial Accounting**

The course is presented from the perspective of a practicing lawyer who must apply an understanding of accounting principles to provide relevant and accurate legal advice. While the course focuses on the fundamentals such as the balance sheet, the income statement and the statement of cash flows, it concentrates on their application in typical legal practice settings such as contracts, mergers and acquisitions, shareholder reporting, regulatory reporting, bankruptcy and litigation. The course also includes an intense discussion of financial accounting irregularities and financial fraud. Winter 2011 - David Bowers

**French Law Seminar**

This course is intended for students who wish to get introductory knowledge of the French civil law system, serve French or international clients and organizations and conduct French or international legal transactions. The typical class session will consist of a presentation of a specific French law topic and related basic principles (including constitutional law, general civil law, corporation law, financial transactions, criminal law) followed by oral and written exercises giving students exposure to French court decisions, French statutes and other tools used by French legal practitioners. Instruction will be in English. Students will be evaluated based on class participation and a few written assignments; a final examination may be delivered. Autumn 2010 - Caroline Paranikas

**Fundamentals of Accounting for Lawyers**

This course will teach the basic fundamentals of accounting to better prepare you to recognize and understand financial business issues related to the practice of law. Topics include key accounting concepts, reading financial statements and financial statement analysis. The class sessions will include guest speakers presenting on current accounting hot topics such as Sarbanes Oxley, International Financial Reporting Standards (IFRS) and forensic accounting (investigating accounting frauds). The class is designed for those who have never taken an accounting class and/or have little financial background. There are no prerequisites but you should not take this class if you have taken an accounting class before or if you have experience in finance or accounting. Grades will be based on papers and a final examination. Autumn 2010 - Philip Bach, Melissa Dugan
Greenberg Seminar: Crime and Politics in Charm City: A Portrait of the Urban Drug War
We will explore the works of David Simon and Ed Burns on crime, politics, and policing in the City of Baltimore, including “Homicide: A Year on the Killing Streets,” “The Corner: A Year in the Life of an Inner City Neighborhood,” and “The Wire.” The two writers focus particularly on the drug war – the economics and violence of the trade; the culture of the police bureaucracy; alternative law enforcement strategies such as informants and wiretapping; the politics of race, crime rates, and legalization; and the effects of addiction. But they also explore, within Baltimore, the effects of declining blue collar jobs and weakening labor unions; the effects of race, incumbency, and corruption on local politics; the challenges and failures of urban education and child welfare agencies; and the role of the city newspaper in self-governance.
Preference is given to 3L students. Graded Pass/Fail
Autumn 2010 - Jonathan Masur, Richard McAdams

Greenberg Seminar: Evil Markets
If there is an orthodoxy at the University of Chicago, it is there are enormous welfare gains to be had from voluntary trade—the virtue of markets. But not all markets are self-evidently welfare enhancing. This Greenberg seminar looks at potentially “bad” markets—sex, drugs, terrorism financing, corruption, and criminal gangs. What happens when markets go bad? What should we do to curtail the harms from those markets? And what do we learn more generally about the operation and limitations of the market principle? We will read work by journalists, sociologists, and even perhaps economists to try to answer these questions and more.
Preference is given to 3L students. Graded Pass/Fail
Autumn 2010 - M. Todd Henderson, Aziz Huq

Greenberg Seminar: Food Law
Many aspects of people’s consumption of food are affected by legal rules. The seminar will explore a variety of social policies related to food, and how they have been reflected in the law, in the past and in the present. Possible issues include everything from genetically modified food to food labeling to price and nutrition controls. The seminar is offered for 1 credit, 5 meetings. The meetings will be held on Wednesday evenings (7:30-9:30 p.m.) and rotate between the instructors’ homes. Food, needless to say, will be served.
Preference is given to 3L students. Graded Pass/Fail
Autumn 2010 - Douglas Baird, Omri Ben-Shahar

Greenberg Seminar: Judicial Review and Alternatives
This reading group will explore classic and more recent scholarship in favor of and opposed to the institution of judicial review. We will select the precise reading list together as a group, but the tentative list includes The Will of the People by Barry Friedman and The Living Constitution by David Strauss. We anticipate 4-6 sessions spread throughout the year.
Preference is given to 3L students. Graded Pass/Fail
Autumn 2010 - Adam Cox, Jacob Gersen
Greenberg Seminar: Milton and the Law
We will study some major works of Milton, including Paradise Lost, the essay on Divorce, Areopagitica, Samson Agonistes, and two essays on governance, with attention to their political, religious, and rhetorical qualities. Among the issues on which the seminar will focus are Milton’s theory of punishment, his theory of governance, and his religious views. Students who are interested should send a letter of application to all three instructors, by September 1 if possible. Graded Pass/Fail
Autumn 2010 - Alison LaCroix, Martha C Nussbaum, Richard Posner

Greenberg Seminar: New Books in Foreign Policy
This Greenberg seminar will consider several important foreign policy issues, possibly including the Rise of China, nuclear proliferation, Middle East peace, and other hot topics. The seminar will discuss the potential impact of these issues on international affairs generally and on US foreign policy specifically. The selection of books may be adjusted throughout the year depending on what issues arise. Autumn meetings days will be Thursday 21 Oct and Wednesday 17 Nov, 7 p.m. Preference is given to 3L students. Graded Pass/Fail
Autumn 2010 - Daniel Abebe, Thomas Ginsburg

Greenberg Seminar: Optimism and Pessimism
This Seminar will meet (in our home) on five Thursday evenings over the course of the Winter and Spring quarters. Many popular books warn of crises, ranging from global warming to holy wars and to spoiled children. But there are a few that predict the flourishing of humanity. In this Greenberg Seminar we will read some of each, and think together about the quality of their arguments and the nature of optimism and pessimism. On the pessimism side, we might begin with Storms of My Grandchildren: The Truth about the Coming Climate Catastrophe and our Last Chance to Save Humanity. As for optimism, we can read The Rational Optimist: How Prosperity Evolves. Other reading suggestions – or even films - are welcome. If you join us, you will be unable to take on another Thursday evening seminar in the Winter or Spring for our sessions will meet from 7:30-9:30 or so. We will invite another faculty member or other guest to most sessions, in order to enjoy other perspectives. Preference is given to 3L students. Graded Pass/Fail
Autumn 2010 - Saul Levmore, Julie Roin

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 (there will not be an exam option unless at least 8 students opt for the exam) or to submit a paper. The grade will be based on the examination or paper, as well as class participation.

Autumn 2010 - Jack Bierig

**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.

The student’s grade is based on class participation and a major or substantial paper.

Winter 2011 - Arthur M Sussman

**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 authorities 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 persecution, 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, informed 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; identify the children’s eligibility for relief from removal, including asylum and special visas for victims of trafficking, abuse and abandonment; accompany the children to Immigration Court, Cook County Juvenile Court, meetings with United States government officials, and meetings with consular officials from the children’s country of origin; conduct 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 language 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 2010 - Jennifer Nagda, Maria Woltjen

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Winter 2011 - Jennifer Nagda, Maria Woltjen

Spring 2011 - Jennifer Nagda, Maria Woltjen
Immigration Law and the Rights of Noncitizens
This course provides a basic introduction to U.S. immigration law and policy, with a particular focus on how immigration law relates to broader concerns in the structure of our constitutional system. Topics include the sources and scope of the federal government’s constitutional authority to regulate immigration, the structure of the immigrant admission and deportation system, the status and conditions of undocumented immigrants, and the ongoing debates about immigration reform.
Students may take this course concurrently with the Refugee and Asylum Law seminar, as the two courses are designed to complement one another. Students’ grades will be based on a take-home final exam and class participation.
Autumn 2010 - Adam Cox

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 2010 - David Zarfes

Institute for Justice Clinic on Entrepreneurship
The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to local lower-income entrepreneurs who are pursuing the American Dream on a shoestring. Students in the IJ Clinic advise clients on issues such as business formation; license and permit application; contract and lease review; contract negotiations; intellectual property protection; and basic tax and regulatory compliance. 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. Students gain both practical skills in transactional lawyering and a deep understanding of the entrepreneur’s role in the inner city.
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 is a prerequisite but may be taken as a corequisite by students entering the IJ Clinic as a 3L. Students on the lottery list who took the prerequisite as 2Ls will be given priority for admission to the IJ Clinic as 3Ls.
Autumn 2010 - Beth Milnikel
Institute for Justice Clinic on Entrepreneurship

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Winter 2011 - Beth Milnikel

Insurance Law

We will examine the asset, liability, operational, accounting, and capital regulation at the state level for insurance companies. We will focus on life company regulation. We will examine the interaction of governance and regulation from the perspective of those who exert control of the decision makers of state regulated insurers, including state insurance commissions, Federal Home Loan Banks, wholesale distributors of
insurance products, policyholders, guaranty funds, statutory and GAAP accounting standards, and taxation for life companies. Students will learn substantial amounts of insurance finance and economics along the way.
Autumn 2010 - Jeffrey Lange

**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. Trademarks and Unfair Competition is a prerequisite to taking this course, and completion of Evidence is helpful. Grades will be based on class participation, oral arguments on motions, and written briefs

Winter 2011 - Douglas Masters

**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.
Open to J.D. students only. 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 Trial Advocacy (LAWS 67603), Poverty and Housing Law Clinic (LAWS 90512), 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 2010 - Herschella Conyers, Craig Futterman, Mark Heyrman

**International Arbitration**
This course gives students a basic foundation in the mechanics of international commercial arbitration as an important tool for the resolution of international disputes. With the emergence of the global economy and the explosive growth of cross-border transactions, mergers and acquisitions as well as multinational joint ventures, parties are increasingly unwilling to accept the risks of litigation in the local courts of their foreign business partners. In this situation, arbitration is the preferred mechanism of dispute resolution because it avoids the choice between the civil justice system of either one party or the other and instead provides a truly neutral forum.
Topics include the relative advantages and disadvantages of ad hoc UNCITRAL-style arbitration and institutional arbitration (ICC, AAA, etc.), the drafting of effective international arbitration agreements, the rules of procedure that govern international arbitration which try to strike a balance between common-law-style and civil-law-style litigation (regarding the availability and extent of discovery, the introduction of witnesses and experts etc.), and the enforcement of foreign arbitral awards. The course also provides an understanding of the challenging tactical choices that frequently confront international arbitration practitioners.

The student's grade is based upon a written in-class exam.

Winter 2011 - Gerhard Wagner

International Debt Finance: The Sovereign/Eurozone Crisis

This seminar will examine the evolution of the international debt market, with special focus on how nations raise capital on the global debt markets. In particular, given the current crisis in Europe, we will build the semester towards being able to have a sophisticated understanding of the legal issues involved in a potential restructuring of the debts in a Eurozone nation such as Greece. Among the topics that will be addressed will be Odious Debts, Vulture Funds, Gunboat Diplomacy, Sovereign Bankruptcy and the role of the IMF.

There will be no exam. Students will be expected to do presentations and turn in a research paper at the end of the term.

Autumn 2010 - Mitu Gulati

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. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (Writing Project).

Winter 2011 - Georgie Geraghty

International Trade Law

This course examines the law and policy of international trade in goods and services. It begins with an overview of the economics and politics of international cooperation on trade, and then moves on to study the core obligations that states have under the WTO/GATT rules. These rules address tariff and non-tariff barriers, discrimination of importers, regional trade agreements, anti-dumping duties, countervailing duties, and safeguards measures. We will discuss the negotiation, implementation and enforcement of international trade agreements, with a particular interest in the
The relationship between free trade and other areas of international cooperation, such as environment, public health, intellectual property protection, human rights and development.

A student’s grade will be based on a take-home final examination and class participation.

Spring 2011 - Anu Bradford

**Interstate Commerce’s Vital Orphan: Insurance Regulation and the 21st Century**

This seminar, taught by the former Illinois insurance commissioner, 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, and both the Supreme Court and Congress both state that no industry is more vital to our economy, the McCarran-Ferguson Act of 1945 delegates its regulation to the states, making it the only major industry without federal administrative oversight. In the last decade or so, we have seen the passage of the Gramm-Leach-Bliley (Financial Services Modernization) Act of 1999; the formation of the House Financial Services Committee in 2001; and the landmark health insurance and financial regulatory acts of 2010. But insurance, although a focal point of the 2008 financial meltdown and the largest domestic legislation in 45 years, still occupies an uncertain status in Federal law. The financial regulation bill creates a new Federal insurance office, and the health insurance bill gives the Dept. of Health and Human Services significant new powers over the industry. But neither creates a primary federal regulator of insurance. Is this new federal authority a first step toward primary federal regulation? Or the beginning of an era of extensive dual regulation? Would dual regulation be the best or worst of both worlds? We will consider these big picture issues through the prism of major Commerce and Supremacy Clause cases as well as public policy debate. We will also consider some basic questions pertaining to the substance of insurance regulation, including fundamental questions about the purpose of the regulatory state through study of issues like rate regulation and risk classification in property-casualty and health insurance, and property rights in the alienation of life insurance.

Grades will be based on short weekly papers (2 credits), with the option of doing a long research paper or adding a short research paper to the weekly papers (for three credits). Meets the WP graduation requirement. Attendance is required and particularly helpful participation may be a factor in the final grade.

Winter 2011 - Nathaniel Shapo

**Introduction to Islamic Law**

This seminar will introduce students to the basic theoretical principles of Islamic law and jurisprudence (usul-i-fiqh). The sources and methods of Islamic law (Qur’an, Sunna, consensus and reasoning by analogy) and the development of the four major schools of Sunni jurisprudence will be covered. We will explore the differences between Sunni and Shi’i legal theory, and the relationship between theories of Islamic jurisprudence and government. We will cover the impact of secular western legal systems in the Muslim world and the response of modern Islamist movements. We will discuss the structuring of modern Islamic financial transactions and the growth of the Islamic finance industry. We will consider the status of women in Islamic law and Islamic feminist thought. We will also consider Islamic legal arguments for and
against political suicide bombings. This seminar intends to familiarize students with the theoretical framework which underpins Islamic law, equipping students to better analyze and understand current events.

Autumn 2010 - Cynthia Shawamreh

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 30 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 the market’s peak in October 2007 the Dow Jones Industrial Average increased by an unprecedented rate of nearly 16-fold, during the same 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. The role of, and impact on, the investment management industry in regards to the recent financial market crisis will provide a framework for our discussions. 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 2011 - Tom Hale

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 2010 - Jeffrey Leslie

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Spring 2011 - Jeffrey Leslie

Jurisprudence I: Theories of Law and Adjudication
An examination of classic jurisprudential questions in and around the theory of adjudication: the theory of how judges actually do decide cases and how they ought to decide them. These questions include: Do legal rules really constrain judicial deci-
sion-making? What makes a rule (or norm) a rule of the legal system? Are principles of morality legally binding even when such principles have not been enacted into a law by a legislature? (Relatedly, are there objective principles of morality?) When no legal norm controls a case, how ought judges to decide that case? Can there be right answers to legal disputes, even when informed judges and lawyers disagree about the answer? Are there principles or methods of legal reasoning that constrain judicial decision-making, or is legal reasoning essentially indeterminate, such that a skillful judge can justify more than one outcome for any given dispute? Is judicial decision-making really distinct from political decision-making of the sort legislators engage in? Readings drawn exclusively from major twentieth-century schools of thought - especially American Legal Realism (e.g., Karl Llewellyn, Jerome Frank), Natural Law (e.g., Ronald Dworkin, John Finnis), and Legal Positivism (e.g., H.L.A. Hart, Joseph Raz) - supplemented by other pertinent readings (from Leslie Green, Richard Posner, and the instructor, among others). No familiarity with either jurisprudence or philosophy will be presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions.
Take-home essay exam.
Autumn 2010 - Brian Leiter

**Labor Law**
This course examines the statutory, administrative, and judicial law governing collective labor relations. The principal subjects are union organizing and collective bargaining, with particular attention to the National Labor Relations Act. Students consider the strategies adopted by labor groups, employers, and legal actors in response to evolving economic and social conditions. The course draws on historical and comparative perspectives to evaluate emerging alternatives to the existing labor law regime.
Grading is based on class participation and a final examination.
Spring 2011 - Laura Weinrib

**Law & The Development of Chicago**
This seminar will explore the various ways in which the law has shaped, and continues to shape, the economic, social and physical landscape of the Chicago metropolitan area. Topics that may be covered include transportation policy, suburban sprawl, low-income housing, crime, segregation, gentrification, historic preservation, open-space and lake-front preservation.
Enrollment is limited to 16 students. Each student will write a research paper examining the law’s influence on economic, social and physical development in Chicago. The papers may address current challenges or historical issues. This seminar may be taken for fulfillment of the Substantial Research Paper graduation requirement.
Grades will be based on the paper and class participation.
Winter 2011 - Michael Schill
Law and Advances in Medicine
This seminar will address the intersection of medicine, science, and law, focusing on issues related to human research, informed consent, the "new genetics," and other advances in biotechnology. Enrollment is limited to 14 students. Students will write a significant research paper, submitted in three stages, which can be used to satisfy part of the writing requirement and which will count for 50 percent of the grade. The other 50 percent will be based on class participation.
Spring 2011 - Julie Palmer

Law and Literature
This seminar will use the connections between law and literature to examine the development of law and the role of narrative in the practice of law. Through readings and discussion, legal themes will be critically analyzed, from their pre-law beginnings as wild justice through the development of law as an institution. Critical reading skills are as essential in understanding literary texts as they are in the interpretation of constitutions, statutes, rules, judicial opinions and documents. To provide imaginative illustrations of legal issues, selections will be read from great literature ranging from Beowulf and Shakespeare to works by Freud, Conrad, Kafka, and Melville. There will be three short reaction papers and no final examination.
Winter 2011 - Randy Berlin

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. There will be a mandatory preliminary meeting for interested students in the Autumn; law student enrollment is limited to 8.
Winter 2011 - Gerald N Rosenberg

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. Autumn 2010 - Thomas Geselbracht, Theodore Novak, Paul Shadle

**Law of Business Structure and Finance**

This seminar examines the way firms organize and finance their operations. We will look both at legal theories of why firms choose certain organizational and capital structures as well as how those structures are implemented in practice. The first part of the seminar will examine the decision between producing goods or services internally and purchasing those items from external markets. We will look at how agency, contract, and corporate governance laws affect that decision and how the decision is executed in practice. The second part of the seminar will examine the legal structures that determine how firms finance their operations. For example, why do some firms take on secured debt while others issue new equity? We will consider theories of how various laws (agency, contracts, corporate governance, and bankruptcy) can impact the agency and monitoring costs that drive the financing decision and review the transactional considerations that accompany that decision. Grades will be based on response papers and class participation. Spring 2011 - Anthony Casey

**Law, Policy, and Theories of Nonprofit Organizations in the U.S.**

The vibrant nonprofit sector has been regarded as one of the marked characteristics of the American society. In recent decades, however, the sector has confronted a number of challenges, and substantially changed its shape and nature; nowadays, the nonprofit sector is more of “industry” than of almsgiving. Then, such transformation naturally makes (at least, some of) us wonder whether the traditional privileges of nonprofit organizations – most notably tax exemption – really make sense. After covering the basics of the law of nonprofit organizations, we will focus on this question – Are nonprofits really special? Issues to be covered by this seminar shall include the economic theory of nonprofit firm, donor standing against charities, federal and local tax exemption for charities, and the role of nonprofit organizations in our democratic society. Introductory Income Taxation is a prerequisite, but may be taken concurrently. Grades will be based on a series of short reaction papers and class participation. Winter 2011 - Takeshi Fujitani

**Law, Technology, and Case Management**

Technology is a vital component of modern legal practice. This seminar will focus on developing an understanding of the existing and developing technologies bearing upon the delivery of legal services to complex and multinational clients across a broad
array of legal disciplines, and using technology to plan, organize, and direct legal strategies and services. The topics to be covered in this class will include: Introduction to the technology of law. A taxonomy of legal knowledge tools; Artificial intelligence, expert systems, and document assembly; Knowledge tools in the corporate law office; Knowledge tools in small firm and legal aid practice; Court and government applications; Ethics- Malpractice through the mis-use or non-use of intelligent software. The instructors will be joined by experts from across the industry.

Grades will be based upon a take-home examination, class participation and a series of short papers written on topics discussed in class.

Spring 2011 - David Zarfes, Michel Gahard

Legal Challenges of Early Stage Companies: The Lawyer as an Entrepreneur

This seminar will explore the legal challenges that arise in taking a business concept and growing it into a sustainable entity. Tapping a number of legal disciplines, the seminar will examine how to identify a concept’s value proposition along with its risks. The seminar will further explore securing funding with an emphasis on raising money under safe-harbor provisions of current securities regulations. Students will identify, negotiate, and document potential new business concepts.

A student’s grade is based upon 3-4 short writing assignments and class participation.

Winter 2011 - Michael Kennedy

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.

Class will meet weeks 3 and 5 (4/11-15 and 4/25-29 respectively). 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 any other introductory accounting course.

Spring 2011 - John Sylla

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 consis-
tency 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 research papers. Successful completion of this seminar qualifies for the fulfillment of WP graduation requirement.

Winter 2011 - Frank Easterbrook

**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.

A student’s grade is based on a final examination.

Spring 2011 - Barry Alberts

**Legal Profession: Ethics**

The course addresses ethical considerations raised during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar. Using materials from a leading casebook, the rules, and cases or articles of particular interest, we will discuss both the rules and the ethical situations that lawyers face in a variety of situations. There will be a particular focus on the ambiguities of how to handle particularly difficult issues encountered in the practice of law and the rules and framework to which attorneys can turn in determining how to handle those issues.

Autumn 2010 - Adam Hoeflich

**Legal Profession: Shades of Gray**

In this course we will study the law and ethics of lawyering. We will consider the legal and ethical issues that often confront practicing lawyers. We will analyze and discuss court decisions, professional conduct rules, and various commentaries that provide guidance for practicing lawyers. We live in litigious times—we will also consider and discuss some loss prevention and risk management procedures followed by many law firms and corporate law departments. The course will be taught by an experienced corporate, securities, and loss prevention lawyer who organized and for many years chaired the Ethics and Loss Prevention Committee at Mayer Brown LLP.

The course satisfies the professional responsibility/ethics graduation requirement. Class attendance and participation are essential. The student’s grade will be based on class participation and an eight-hour take-home examination.

Autumn 2010 - Harvey Nixon

**Legal Transactions--Retail Sector**

This seminar offers an overview of the U.S. high end retailing industry’s principal legal issues and challenges. This seminar will focus on luxury retailer relations with vendors and other third-party business associates, customers, and investors. The instructors will emphasize the practical interplay and tension between commercial realities and legal requirements. Students will develop an understanding of key licensing, intellectual property (including counterfeit goods), antitrust, corpo-
rate governance, and professional responsibility legal issues and practice pitfalls. The instructors will strive to demonstrate the increasing professional responsibilities and burdens to which in-house counsel are subject. Course materials will include actual contracts, retailer policies and practices, litigation and internal-investigation documents, and other relevant materials. There are no prerequisites for this seminar, but the instructors believe that students who are interested in, and have some knowledge of, the many facets of business law, such as intellectual property, antitrust, and corporate governance, will derive the greatest benefit from this seminar. Grades will be based upon short written exercises (40 percent), a take-home examination (40 percent), and class participation (20 percent) - including participation in mock negotiations and business-planning exercises. The instructors will emphasize quality of oral and written expression and legal analysis.

Spring 2011 - David Zarfes, Tony Bangs

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, emphasizing effective legal writing, including the structure and drafting of (a) 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, legal issues, and negotiation will also be examined in the context of the various documents being studied by the class. Enrollment is limited to 25 students. The seminar will be graded on a Pass/Fail basis. To pass the course, a student must attend class, participate therein, and successfully complete written assignments.

Winter 2011 - Chuck Edwards

Legislation and Statutory Interpretation
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 knowledge of how legislation develops in Congress and understanding 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. These issues are discussed from legal, economic, and political perspectives. The student's grade is based on a final examination.

Spring 2011 - Aziz Huq

Managing Legal Risk in a Global Economy

NEED COURSE DESCRIPTION

Spring 2011 - Javier Rubinstein

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. Undergraduate students need instructor permission to register. The grade is based on a series of short papers, final examination, or substantial paper (the latter only with permission of the instructor), with class participation taken into account.

Spring 2011 - Mary Anne Case

**Mass Torts and Complex Class Actions**

This course addresses legal and ethical requirements, as well as strategic and practical considerations, around handling mass tort and complex class action litigation. Using materials from recent and current cases, the instructors will lead discussion of topics about such topics as developing a theory of the case, consolidation of cases, use of dispositive motions, expert testimony, document production, witness preparation, settlement, and trial. Discussions will involve the recent Vioxx, Baycol, diet drug, Teflon, and Firestone litigations, among others.

Students will be evaluated on the basis of a comprehensive written analysis of a recent multidistrict litigation. Expectations: This course will be taught as a participatory seminar. Students will not be expected to have already taken a complex litigation course, but should be willing to seek out answers to legal questions as they arise. Students will be evaluated both on the quality of their participation, and on the basis of a comprehensive case analysis, 20-30 pages in length, of a recent multidistrict litigation identified by the instructors approximately half-way into the class.

Spring 2011 - Adam Hoeflich

**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 2010 - Mark Heyrman

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Spring 2011 - Mark Heyrman

**National Security Issues, Public Policy and the Rule of Law, and the Fostering of Students' Skills in Analysis and Presentation**

My purpose in offering this seminar is to further the students' understanding of the application of Constitutional, treaty and statutory provisions to current national security issues, and, of equal importance (particularly in this period of a tighter job market for law school graduates), to help students improve their skills in analysis, research and presentation - skills necessary to succeed in any aspect of the legal profession. This is not a survey course; topics covered will be selected from among: the process required by the Constitution and applicable treaties and statutes for determining the
status, treatment, and ultimate disposition of detainees being held within and outside the U.S., particularly at Guantanamo Bay, and in Afghanistan; indefinite incarceration without trial; the state secrets doctrine; claims against present or former government employees; the scope of the President’s power under Article II of the Constitution and applicable statutes to act unilaterally in the ‘war on terror’, and the proper role of courts and lawyers in connection therewith; the absolute and relative capacity of Federal District Courts and Military Commissions to act lawfully and effectively in criminal cases involving alleged terrorists; torture and harsh interrogation techniques; electronic surveillance; implications for the rule of law of an asymmetrical, open-ended ‘war on terror’; assassination; and rendition.

Students will form teams of 2-4 persons; each team will select, or be assigned to, a topic or realistic fact setting or case to analyze, research, write about, and present to the class, which will be expected to respond and participate on an informed basis.

Prerequisite: Constitutional Law, or its equivalent. Grades will be based upon the oral presentation, classroom participation, and the team’s 20-page paper due 4 weeks after the end of the quarter. All topics will be adjusted, as appropriate, to take account of current events.

Spring 2011 - Robert Helman

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.

Enrollment is limited to 24 students, with a preference given to third-year students. 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.

Winter 2011 - Jeffrey Leslie, Randall Schmidt

New Economic Order in the Post-American World

This seminar discusses the ongoing shift in the balance of power that reshapes the international economic order. We will examine the rise of China, India and other emerging economies and analyze their impact in the regulation of the global economy. We will focus on the opportunities and challenges that the United States faces as it transitions to a multi-polar world. We will pay particular attention to the negotiation and enforcement of international trade agreements and the future of international institutions such as the United Nations, WTO, World Bank and IMF in the new economic order.

A student’s grade will be based on short reaction papers and class participation.

Spring 2011 - Anu Bradford
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 (which are treated as partnerships for tax purposes) and the increase in the number of start-up ventures and sophisticated financial ventures such as hedge funds and private equity funds that rely upon partnership tax principles to maximize after-tax returns of investors and management. The course uses problem sets to illustrate the application of basic principles to formations, income and loss allocations, borrowings, and distributions of partnerships, with a special focus on applying 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 2011 - William Golden

Poverty and Housing Law
This seminar 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 twelve hours per week in one of LA FMC's five neighborhood offices -located on Chicago's West Side, Northwest Side, in the Loop, and in Evanston and Harvey - or in LAFMC's Housing Law Project or Home Ownership Preservation 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 the 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 the preservation and production of affordable housing.
Enrollment is limited to twelve students. The seminar is taught by Lawrence Wood (supervisory attorney, LAFMC's Loop Service Office). Each student's grade is based on his or her class participation (20%), one paper-10 pages minimum (10%), and work at LAFMC (70%).
Winter 2011 - Lawrence Wood

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Spring 2011 - Lawrence Wood

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, negotiations 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 Pretrial Advocacy are also eligible to enroll in the Intensive Trial Practice Workshop. The student’s grade is based on class participation. Enrollment is limited to 48 students with preference given to students who have been accepted into a clinic course.

Spring 2011 - Herschella Conyers, Craig Futterman, Mark Heyrman, Randall Schmidt, Randolph Stone, Alison Siegler

Private Equity Transactions: Issues and Documentation
This seminar will examine from a practical perspective the issues and documentation arising in a typical private equity acquisition transaction. The course will follow this type of transaction through its various stages and provide students in-depth and practical experience with common deal issues and drafting contractual provisions to address those issues. The goal of the seminar is to help prepare students for the practical aspects of being a deal lawyer. Course work will include reading acquisition contracts, cases and legal commentators and weekly written assignments (contract drafting and issue analysis).

Corporations/Business Associations I and Contracts are prerequisites. Grades will be based on class participation and the written assignments.

Winter 2011 - Stephen Ritchie, Mark Fennell
Professional Responsibility in the Real World

This course, which satisfies the professional responsibility requirement, addresses real-world ethical issues and challenges facing attorneys in private practice and public service. The instructors, members of a major international law firm and a former general counsel (now Associate Dean), will make the rules governing the professional responsibilities of lawyers come alive by discussing a number of examples taken from the headlines and from daily practice. Along the way, the instructors will give meaningful insight into what it’s like to practice law in a broad range of practice areas, including transactions, litigation, and public service.

Class attendance and participation will be an essential and worthwhile aspect of this course. The student’s grade will be based on class participation, a series of short exercises, and an examination.

Winter 2011 - James Clark, Teresa Harmon, Michael Sweeney, David Zarfes

Public Corruption and the Law

This seminar will focus on how governments use the law to prevent and catch public corruption, how the law is sometimes used to protect public corruption, and how one should determine the optimal response to corruption and its consequences. We will examine the substantive criminal laws and sentencing schemes used in the best public corruption prosecutions, ranging from RICO and "honest services" fraud to bribery and extortion laws. We will also examine the laws that create, authorize, or prevent the most effective investigative tools used by law enforcement against public corruption, including wiretap laws and related privacy issues. We will study several key topics within public corruption law, including patronage, its effect on democratic institutions, and its status under the First Amendment; campaign finance reform and whether money in campaigns is protected speech or a corrupting influence (or both); and the relationship between transparency, online access to information, and corruption. We will also consider an economic analysis of public corruption, including questions about whether the level of democracy, and the pervasiveness of corruption in the culture, affect the cost-benefit analysis.

Constitutional Law I and II are recommended pre-requisites. Students taking the class for 3 credits write one short reaction paper (or short research paper if appropriate), and one major paper. Those taking it for 2 credits write several short reaction papers.

Spring 2011 - David Hoffman

Punishment and Social Theory

Since the modern period, the discourse on punishment has cycled through three sets of questions. The first, born of the Enlightenment itself, inquired into the foundations of the sovereign’s right to punish. With the birth of social sciences and critical theory, a second set of questions arose exploring the function of punishment—what is it that we do when we punish? A series of further critiques—of meta-narratives, of functionalism, of scientific objectivity—softened this line of inquiry and helped shape a third question: What is the cultural meaning of our punishment practices? Through readings in social and political theory—including Durkheim, Foucault, and the Frankfurt School—as well as more contemporary writings on punishment, this course will explore these modern debates over punishment practices and institutions.

Student can elect either a take-home exam or paper project for a grade.

Winter 2011 - Bernard Harcourt
Race and the Criminal Justice System
This seminar examines the intersection of race, class, and criminal justice in the United States exploring some of the following topics: policing and police accountability, prosecutorial discretion and misconduct, availability and quality of defense counsel, jury selection, juvenile justice, drug law policies, sentencing, incarceration, the collateral consequences of conviction, and the death penalty.
Enrollment will be limited to 20 students. A student’s grade will be based on class participation and reaction papers.
Spring 2011 - Randolph Stone

Readings in Legal Thought
Students in this seminar read a selection of important works in the development of Anglo-American legal thought. Subject areas and methodologies may include constitutional law, law and economics, legal history, the legal profession, empirical legal studies, etc. In the past, authors have included Bickel, Breyer, Calabresi, Frank, Holmes, Llewellyn, Mill, Posner, MacKinnon, Scalia, Sunstein, and others.
Enrollment is limited to 14 students, with preference given to third year J.D. and to LL.M. candidates. Students submit a reaction paper and read each others’ papers prior to the assigned reading being discussed in class. This seminar will meet five times (6:00-8:00 p.m.) over the course of the year. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (WP). Grades are based upon written submissions and class participation.
Autumn 2010 - Douglas Ginsburg

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Spring 2011 - Douglas Ginsburg

Refugee and Asylum Law
This seminar provides a general introduction to U.S. refugee and asylum law and forced migration policy, focusing on how refugee and asylum law defines, protects, and excludes refugees within the U.S. legal system. Topics include the history of forced migration, the nature of U.S. legal protections for refugees, the evolving grounds of persecution, the evidentiary difficulties in determining true refugee status, the protections for refugees under international law, and the ongoing debates about resettlement and other forms of protection for asylum seekers.
Students may take this seminar concurrently with Immigration Law and the Rights of Noncitizens, as the two courses are designed to complement one another. Student grades are based on class participation and a series of short papers.

Spring 2011 - Daniel Abebe

Religion, Law and Politics
This seminar examines the conceptualization and realization of religious liberty and the separation of church and state. We explore philosophical precepts and historical contexts, review the state of the law, and address current controversial issues.
There are no prerequisites. Grades are based on a paper and class participation.

Autumn 2010 - Sylvia Neil

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.
Contracts and Torts are prerequisites. This mini-course the meets during the first first four weeks of the quarter only. A student’s grade will be based on a three-hour open-book proctored examination.

Spring 2011 - Ariel Porat

Residential Real Estate Development and the Law
This course will guide the student through the twists and turns of a residential real estate development from land acquisition through warranty on the residential unit. We will also examine: rezoning and improvement of the land; governmental agree-
ments and regulation; the joint venture; the contractual relationship with the buyer; and the homeowner's association. All the while, focusing on the myriad of legal issues a developer's attorney encounters along the way. We will study how the law of contracts, real property and land use play an integral role in the residential real estate development. Course materials will include documents from actual transactions such as the acquisition contract, the municipal development agreement, the limited liability company operating agreement, the declaration of covenants, the lot sale and construction agreement and the plat of subdivision. In addition to these materials, coursework will include analysis of state statutes, municipal ordinances and relevant case law. We will take a hands-on approach to the law of residential real estate development and the transactional documents which effectuate these developments. Coursework will include negotiation and drafting exercises where students will gain real life, practical experience in confronting the issues that arise in the context of these developments. Enrollment will be limited to 20 students (as well as an even number of students). Grades will be determined on the basis of: class preparation, attendance and participation (1/4); class exercises and written assignments (1/4); and an open book final exam (1/2).

Autumn 2010 - Todd Fishbein

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 and Reorganization: The Federal Bankruptcy Code (LAWS 73601).
The student's grade is based on a proctored final examination.
Autumn 2010 - Randal Picker

Seminar on Legal Classics (Old and New)
This seminar grapples with some of the lasting contributions made by students of law and courts throughout the twentieth century, as well as more recent material destined to become classic. Readings will vary in both subject and methodological approach and may include the work of the Realists, early empirical studies, social movements, new institutionalism, and jurisprudential as well as historical studies.
Because the Seminar aims to provide participants with a critical perspective on classic work, both new and old, solid grounding in the literature, as obtained in PLSC37000/LAWS 51302 (Law & Politics: U.S. Courts as Political Institutions), is a prerequisite. Meeting day/time is subject to change. Grading: the seminar reads one book per week and students write 3 response papers over the course of the quarter as well as take the lead in leading the seminar meetings on books on which they have written.
Spring 2011 - Gerald N Rosenberg
State and Local Finance: Selected Topics
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 reaction papers and class participation.
Winter 2011 - Julie Roin

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
This course covers the tax, legal, and economic 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 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) devising an equity-based executive compensation program, (6) a private equity financed restructuring or workout (in or out of bankruptcy) for a troubled over-leveraged enterprise, (7) devising an exit scenario for a successful venture capital or private equity financed enterprise (such as IPO, SEC rule 144 sales, sale of the company, or merger of the company into a larger enterprise), (8) utilizing the NOL of a troubled company after a venture capital or LBO deal, and (9) 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, as well as accounting rules and practical structuring issues (including use of common and preferred stocks, convertible debentures, convertible preferred stock, warrants, and options). The course reviews these tax, legal, and accounting principals in a transactional context and also considers their policy underpinnings and likely future evolution.
Although there are no specific prerequisites, Introductory Income Tax is strongly recommended, and Taxation of Corporations is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting is helpful. However, the appendix to the course book plus assigned supplementary readings does contain adequate precedents for an understanding of the material covered by the course.
Spring 2011 - Jack Levin, Don Rocap

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 2011 - David A Weisbach
**Taxation of Corporations II**

This course surveys the taxation of reorganizations and other adjustments involving continuing businesses: mergers, asset and stock acquisitions and other similar shifts of ownership and control; recapitalizations; and divisions. Points of focus are the recognition of gain and loss and the survival and allocation of tax attributes (basis, earnings, and loss carryovers) in these transactions.

Taxation of Corporations I is a prerequisite, and Introductory Income Taxation is recommended. Students' grades based on a final proctored examination.

Spring 2011 - David A Weisbach

**Technology Policy**

This seminar will look at a mixture of old and new materials on technology and the law, with a special focus on the intersection of antitrust and intellectual property.

We typically read 2-5 recent books. Students write blog posts on the readings which will be posted on the class blog. Students will also comment on posts by other students. The blog postings do not fulfill one of the substantial writing requirements.

The syllabus for the course is at [http://picker.uchicago.edu/seminar/syllabus.htm](http://picker.uchicago.edu/seminar/syllabus.htm) and the class blog is at [http://picker.typepad.com/picker_seminar/](http://picker.typepad.com/picker_seminar/). The student's grade is based on class and blog participation.

Winter 2011 - Randal Picker

**Telecommunications Law and Regulation**

This is an introductory course looking at the regulatory regimes in the U.S. that apply to telephony (both wireline and wireless) and the infrastructure of the Internet. In particular, this course will explore the legal and policy history behind such regulation and the difficulty of classifying new technologies and applying these regulatory regimes in a world of rapidly converging technologies. This course will not cover mass media regulation (broadcast television and radio, or cable television).

Prior (or simultaneous) completion of a course in administrative law is helpful, but not required. Grades will be based upon a final exam.

Spring 2011 - Joan Neal

**The Juvenile Justice System**

This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior. Readings on adolescent development and urban sociology help inform discussions.

Enrollment is limited to 20. The student's grade is based on three or four short papers.

Spring 2011 - Emily Buss

**The Law of Armed Conflict: the Conduct of Hostilities**

This seminar focuses on the international humanitarian law rules that govern the conduct of hostilities, i.e., the "jus in bello" rules that regulate conduct once hostilities have begun. The course will examine the origins and historical development of jus in bello rules, and then focus on a number of current controversies in international humanitarian law. These include: the definition of combatancy for the purpose
of detention, and in particular the definition of "direct participation" in conflict; the use of targeted killings; the rules of interrogation; and prohibitions on specific classes of weapons.

Autumn 2010 - Aziz Huq

**Topics in Moral, Political & Legal Philosophy**
The topic for Spring 2011 will be an examination of philosophical and empirical issues raised by Nietzsche’s moral psychology, including his account of the will, motivation, the sources of moral judgment, and related topics. We will look at both at selections from Nietzsche’s texts, as well as pertinent secondary literature on Nietzsche, and recent work in philosophy and psychology.

J.D. students need instructor approval to enroll.
Spring 2011 - Michael N Forster, Brian Leiter

**Trademarks and Unfair Competition**
Course covering federal and state doctrines governing trademarks, domain names, and geographical indications; state law unfair competition doctrines; trademark dilution; publicity rights; and federal registration of trademarks.
The student’s grade is based on a final proctored examination.
Autumn 2010 - William M Landes

**Tragedies and Takings: Selected Topics in Land Use and Resource Allocation**
This seminar will examine dilemmas in the use of land and other resources from legal, theoretical, and policy perspectives. We will start with the familiar tragedy of the commons, and then turn to the literature on anticommuns and semicommons regimes. With those templates in mind, we will consider how issues such as land assembly, pollution, conservation, and urban policy might be addressed, with a particular focus on the challenges of managing conflicting interests over time. Existing land use controls and mechanisms like conservation easements and tradable permits will be discussed, along with some proposed innovations. Significant attention will be given to takings (regulatory takings, eminent domain, and judicial takings).
With instructor approval, writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP). The student’s grade will be based on a major paper and class participation.
Spring 2011 - Lee Fennell

**Trial Advocacy**
This seminar will explore the trial lawyer’s craft, with a focus on both the written submissions important in litigation and the courtroom skills required at various stages in the life of a case. The instruction will be by lectures, demonstrations, and participation in learning-by-doing exercises (including a mini-trial). Students will learn how to use motions, depositions, written discovery, expert witnesses, exhibits, and technology as effective litigation tools.

Enrollment is limited to 24. Students who have taken LAWS 91702 Trial Practice: Strategy and Advocacy may not take LAWS 67603 Trial Advocacy. While the instructors strongly recommend that students have a good understanding of the Federal Rules of Evidence before taking the seminar, this is not an absolute prerequisite. Final
grades will be based on class participation, performance during courtroom exercises and the mini-trial, a fifteen-page trial brief, brief in support of a motion, or post-trial brief, and two shorter written pieces.

Winter 2011 - Tom Dutton, Kevin Van Wart

**U.S. Supreme Court: Theory and Practice**
This seminar will provide an in-depth look at the Supreme Court--its current docket and recent trends in its decisions, the modern debate over its proper role, and both written and oral advocacy before the Court.
Grades will be based on class participation, two short brief-writing assignments, and an in-class oral argument.
Winter 2011 - Michael Scodro

**Workshop: Constitutional Law**
This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. 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.
Enrollment may be limited. This workshop may be taken for fulfillment of the Substantial Research Paper graduation requirement. Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers.
Autumn 2010 - David A Strauss

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Spring 2011 - David A Strauss
Workshop: Forum on Contracting
The new Forum on contracting is an inter-departmental workshop studying advance research in the economics of contract law, the theory of contracts, and its applications, primarily financial contracts.
Enrollment is conditional on approval by the instructors. To enroll, please submit a letter to Professor Ben-Shahar stating your interest in the forum and the general direction of the paper you plan to write, as well as any prior written work in the field of law-and-economics and your grade printout. The forum meets throughout the year, 2-3 meetings per quarter. The meetings will alternate between the law school and the Graduate School of Business. Students are welcome to audit any number of meetings of the forum. Students who wish to receive 2 credits for attending the forum must be present at all meetings and submit a full-length paper supervised by a faculty member.
Autumn 2010 - Omri Ben-Shahar

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Spring 2011 - Omri Ben-Shahar
**Workshop: International and Comparative Law**

This workshop offers students the opportunity to read and respond to cutting-edge research in the field of international and comparative law. It consists of four workshops with invited speakers—two on international law and two on comparative constitutional law—as well as a brief introductory meeting with Professor Dixon to introduce key concepts and protocols for the workshop.

Assessment for the workshop will be based on four response papers (each 5 double-spaced pages in length) setting out and explaining potential questions raised by the workshop papers. Current Meeting Schedule: Preliminary meeting with students on April 8 April 15 and 22, and May 6 confirmed speakers Additional meeting TBA

Spring 2011 - Rosalind Dixon, Thomas Ginsburg

**Workshop: Judicial Behavior**

The Workshop on Judicial Behavior provides students with a unique opportunity to read and analyze cutting-edge scholarship that focuses on how judges reach their decisions. In a case law system such as that of the United States, a realistic understanding of judicial behavior, which conventional legal instruction does not convey, is essential to the understanding and practice of law. Over the course of the academic year, eight scholars from the fields of law and the social sciences will present their work. In response, students will write short reports. By the end of the academic year, they will also produce a major research paper on judicial behavior. The Workshop is limited to ten law students from the University of Chicago and ten from Northwestern University; interested students should contact Prof. Landes (land@uchicago.edu) by September 7, 2010. It will meet nine times over the course of the academic year, with meetings alternating between Chicago and Northwestern.

Autumn 2010 - Frank Easterbrook, William M Landes, Richard Posner

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**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 four credits; one in Autumn, one in Winter, and two in Spring. Grading is based on the completion of a substantial paper, which may be used as partial fulfillment of the SRP J.D. writing requirement. Autumn 2010 - Omri Ben-Shahar, Alicia Davis

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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 four credits; one in Autumn, one in Winter, and two in Spring. Grading is based on the completion of a substantial paper, which may be used as partial fulfillment of the SRP J.D. writing requirement. Spring 2011 - Omri Ben-Shahar
Workshop: Law and Philosophy: Disagreement in Law and in Ethics
The phenomenon of disagreement, and its significance or meaning, cuts across a variety of debates in philosophy of law, ethics, epistemology, and semantics. A standard argument for skepticism about the objectivity of morality, for example, has been the purported fact of moral disagreement: it is argued that since people disagree about what is morally right and wrong, there must be no objective fact of the matter. Similarly, in law, it is often adduced as evidence that there can’t be a “right answer” in a difficult case that equally good lawyers and jurists disagree about what result the law requires. So what should we make of disagreement about moral and legal questions? When does disagreement (among experts? over long periods of time?) warrant metaphysical conclusions about whether there is an answer to the issue in dispute? Ought disagreement by ‘epistemic peers’—those whom we take to be as well-informed as we are—influence our own beliefs? Does the existence of fundamental moral and political disagreement give us reason to be skeptical of the institution of judicial review? How do we understand the meaning of people’s statements when they are disagreeing fundamentally about some subject (are they talking past each other? using the same terms but in context-relative ways?) Do particular theories about the nature of law (legal positivism, Dworkin’s theory) fare better or worse at explaining fundamental disagreement among judges and lawyers? The Workshop aims to explore the metaphysical, epistemic, political, jurisprudential and (perhaps) semantic issues raised by the phenomenon of disagreement. Leiter or Laurence will meet with the students one week in advance of most sessions to discuss the speaker’s paper.

Attendance at all sessions of the Workshop is a requirement. JD students should contact bleiter@uchicago.edu with a resume and a brief statement of background and/or interest in the topic in order to secure permission to enroll. Philosophy PhD students may enroll without submitting these materials. “Jurisprudence I: Theories of Law and Adjudication” is a prerequisite for JD students, though may be taken concurrently with the Workshop in Autumn 2010. Professor Leiter will waive the prerequisite for JD students who have already had substantial exposure to the central issues in general jurisprudence and the works of Hart, Raz, Dworkin, and Finnis. The Workshop sessions will occur in the Fall and Winter quarters. Please see http://www.law.uchicago.edu/workshops/lawandphilosophy for more details.

Autumn 2010 - Brian Leiter, Ben Laurence

Workshop: Law and Philosophy: Disagreement in Law and in Ethics
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The Workshop sessions will occur in the Fall and Winter quarters. Please see http://www.law.uchicago.edu/workshops/lawandphilosophy for more details.

Winter 2011 - Brian Leiter, Ben Laurence

**Workshop: Law and Philosophy: Disagreement in Law and in Ethics**

The phenomenon of disagreement, and its significance or meaning, cuts across a variety of debates in philosophy of law, ethics, epistemology, and semantics. A standard argument for skepticism about the objectivity of morality, for example, has been the purported fact of moral disagreement: it is argued that since people disagree about what is morally right and wrong, there must be no objective fact of the matter. Similarly, in law, it is often adduced as evidence that there can’t be a “right answer” in a difficult case that equally good lawyers and jurists disagree about what result the law requires. So what should we make of disagreement about moral and legal questions? When does disagreement (among experts? over long periods of time?) warrant metaphysical conclusions about whether there is an answer to the issue in dispute? Ought disagreement by ‘epistemic peers’—those whom we take to be as well-informed as we are—influence our own beliefs? Does the existence of fundamental moral and political disagreement give us reason to be skeptical of the institution of judicial review? How do we understand the meaning of people’s statements when they are disagreeing fundamentally about some subject (are they talking past each other? using the same terms but in context-relative ways?) Do particular theories about the nature of law (legal positivism, Dworkin’s theory) fare better or worse at explaining fundamental disagreement among judges and lawyers? The Workshop aims to explore the metaphysical, epistemic, political, jurisprudential and (perhaps) semantic issues raised by the phenomenon of disagreement. Leiter or Laurence will meet with the students one week in advance of most sessions to discuss the speaker’s paper.

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Spring 2011 - Brian Leiter, Ben Laurence

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 the weekly papers, participation, and (for students enrolled in the two quarter sequence) the quality of the final version of their long paper. Students can fulfill a portion of their writing requirement (SRP or WP) in this course, and LLMs interested in teaching or getting to actively participate in a scholarly workshop where they have extensive opportunities to speak and hone their skills in critiquing legal argument. FALL ONLY option: This seminar is designed to give the students the experience of participating in a faculty workshop. Each week young scholars from around the country will present a work in progress and unlike other workshops where the faculty does most of the questioning, the students will question the speakers (and write a two page paper setting out their questions and comments). The presentations will be followed by feedback that will enable students to learn how to present academic work and select a publishable topic for their research. LLMs interested in teaching are welcome.

Autumn 2010 - Lisa Bernstein

Workshop: Legal Scholarship

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Spring 2011 - Lisa Bernstein

Workshop: Public Law and Legal Theory
The Public Law and Legal Theory Workshop, a new offering for 2009-10, brings together the former workshops on Law and Politics, Crime and Punishment, and Legal History. Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions.
Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and to submit one reaction paper per quarter on a paper of their choosing.
Autumn 2010 - Bernard Harcourt, Alison LaCroix, Jonathan Masur, Richard McAdams

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Winter 2011 - Bernard Harcourt, Alison LaCroix, Jonathan Masur, Richard McAdams

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Spring 2011 - Bernard Harcourt, Alison LaCroix, Jonathan Masur, Richard McAdams
Workshop: Regulation of Family, Sex, and Gender

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions, to be held irregularly throughout the fall, winter and spring, are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse.

All sessions run on Wednesday from either 4:00 to 5:30 p.m. or 4:30-6 p.m.

Winter 2011 - Mary Anne Case

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Spring 2011 - Mary Anne Case
The Law School places a special value on the design of its facilities. Housed in the Laird Bell Quadrangle facing the historic Midway and the other buildings of the University of Chicago, the Law School is a set of buildings of notable architectural distinction, designed by the late Eero Saarinen.

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

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

The D'Angelo Law Library

Occupying five floors in the central building of the Laird Bell Quadrangle, the D'Angelo Law Library combines one of the finest print collections in the country with the latest technology in information access. The Library’s unique design—bookstacks surrounded by student carrels and faculty offices—is a physical expression of the Law School’s community of scholarship and teaching. Ample seating on all floors of the Library provides students with direct access to the print collections. Wired and wireless network availability throughout the tower enables laptop access to electronic resources. The print library, numbering more than 663,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, and both current and historical sources of law and commentary. The electronic collection includes access to an extensive array of campus networked information sources in many disciplines, online legal information sources, the Library’s online catalog, and LexisNexis and Westlaw. Faculty and students have unlimited access to all electronic sources from Library and off-campus computers.

The Library’s Web page, at http://www.lib.uchicago.edu/e/law/, guides law students and professors to the variety of services provided by the D’Angelo Law Library and is a simple and consistent gateway to an array of sources in licensed databases and on the Internet. Librarians create this virtual pathway to legal information and also serve as mediators connecting the faculty, students, and staff of the Law School with the information they seek. The librarians are also instructors for legal research, through the
Bigelow program, in an Advanced Legal Research course, and in less formal sessions held throughout the year to support Law School courses and to prepare students for their experience in legal practice.

The D'Angelo Law Library is part of the University of Chicago Library System of over seven million volumes. The staff of the D'Angelo Law Library works closely with students to locate needed materials throughout the University library system, around the world, and in the virtual library of the Internet.
The Law School more than fifty 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 Law Society), identity groups (e.g., Black Law Students Association, Christian Law Students), community outreach (e.g., Neighbors, 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 preeminent legal journals. Managed and edited by students, The Law Review publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. The Law Review emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 15 percent of the students in each first-year class have been invited to join The Law Review on the basis of either academic performance or excellence in an annual writing competition. Students may also join the staff during their second or third years by completing a publishable comment through the Topic Access program.

The University of Chicago Legal Forum is the Law School’s topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include 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 provides 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:

the American Civil Liberties Union (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 American 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 Investment Law Group, for students interested in the financial markets and the impact of legal decisions on the capital markets;
the Chicago Law Animal Welfare Society (CLAWS), dedicated to encouraging thought and discussion within the student body regarding legal topics related to animal rights and animal welfare;
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 Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers holds networking events, organizes field trips, provides career services programs, and engages in volunteer community service;
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 Health Law Society, for students with a casual interest as well as those
considering a specialty in health law;
the Intellectual Property Law Society, to promote student understanding of
intellectual property;
the International Human Rights Law Society, dedicated to learning about and
practicing international human rights law;
the International Law Society, an organization for students interested in the many
facets of public and private international law;
the Japan 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 Jewish Law Students Association, a group concerned with Jewish issues of legal
interest and legal issues of Jewish interest;
the Latino/a Law Students Association, a local chapter of a national organization
concerned with the interests of Latino/a students in Law School;
the Law and Internet Forum, founded to educate students about evolving cutting-
edge law and internet issues, and to provide an academic community for the
discussion of these issues;
Law and Society, for students who wish to discuss liberal/progressive policies and
legal theories;
the Law School Democrats and the Law School Republicans, promoting political
awareness of issues and topics on the national, state, and local level;
the Law School Musical, an annual student musical with faculty guest appearances;
the Law School Republicans, a forum for Republican-minded students to interact
with other students sharing a similar ideology.
Law School Trivia, an annual student-faculty trivia tournament;
the Law Women’s Caucus, committed to understanding and improving the role of
women in law school, the legal profession, and society;
Lawyers as Leaders, for students committed to developing leadership skills;
Middle Eastern Law Students Association, an organization 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;
Neighbors, whose members spend two hours a week volunteering in the local
community and conduct quarterly service drives;
Outlaw, a group that provides support and sponsors programs regarding the legal
status of bisexuals, lesbians, and gay men;
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;
Spring Break of Service, an organization of students who provide pro bono legal
services in areas of need during Spring Break;
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 St. Thomas More Society, a group that provides spiritual support for Catholic students;
Wine Mess, which organizes the weekly cocktail party for faculty and students;
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 hundreds of intramural teams and dozens of 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.

The Spiritual Life Office (http://spirit.uchicago.edu), a virtual office of 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. Dr. Elizabeth Davenport, Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Descriptions of many of the religious organizations are available at http://spirit.uchicago.edu/about/group.shtml.
The University Ecumenical Service is held in Rockefeller Memorial Chapel at 11:30 a.m. every Wednesday, followed by a community lunch in the Swift Common Room, except for the weeks between summer Convocation and the arrival of new students in September. During the Autumn, Winter, and Spring Quarters, the Joseph Bond Chapel on the main Quadrangle is host to a variety of worship experiences throughout the week. For a current schedule, see http://divinity.uchicago.edu/students/bond.shtml#worship. In addition, 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 on-campus interview programs, with approximately 350 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 provides 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.

More than 98% of the Class of 2009 found employment within the tracking period: 81% entered private practice; 9% obtained judicial clerkships; 2% entered business; 6% obtained positions in public service and government; and 2% continued their academic studies. During the summer of 2010, about 98% of the Class of 2011 were employed in legal positions. The majority of these opportunities were in the private sector, 25% of these positions were with public service and public interest organizations, and approximately 1% were research assistants with professors. Virtually 100% of the Class of 2012 obtained law-related employment in the summer of 2010. Approximately 46% of this class worked in the public sector, 20% were employed at the Law
School as research assistants to faculty members or working in one of the Law School clinics, 20% of this class worked in the private sector at a law firm or business, 12% accepted judicial internships, and the remainder worked in other research positions.

Each year, approximately 30 to 50 students and alumni accept judicial clerkships. During the 2004-2005 United States Supreme Court Term, seven Law School graduates served as law clerks for United States Supreme Court justices.

PUBLIC INTEREST CAREERS

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support 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 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, the Exoneration 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 a Law Teaching committee to assist students and graduates through the academic 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 complement of software for students needing to do word processing, have email access, and have general Internet access, including legal research through Lexis/Nexis and Westlaw. This lab, or a networked classroom, is 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 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 online catalog, email, the Internet, campus network databases, Lexis/Nexis, and Westlaw without having to use the Student Computer Lab.

HOUSING and DINING
The University provides a variety of housing units for single and married graduate students. Most are within easy 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 the spring 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 $7,571 or $9,188 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at $7,010.

**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 1,300 apartments in twenty-eight 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 $594 to $1,081 monthly; those for unfurnished are from $651 to $1,375 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. For further information, please contact the University’s Office of Graduate Student Housing at 773-753-2218 or see http://reo.uchicago.edu/gradhousing.shtml.
MEAL SERVICE

There are a number of places for students to dine on or near our campus. See http://chicagolife.uchicago.edu/real/nourishment.shtml. Arrangements can be made by law students to purchase Flex dollars through the University that can be used in the South Campus dining hall next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through the University of Chicago, Housing and Dining Services 773-702-7366, or at http://housing.uchicago.edu/campus_dining_services/.

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. More information on the FRC is available at http://grad-affairs.uchicago.edu/services/frcl.shtml.

Action for Children is a private, not-for-profit agency that 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.

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 via admissions lotteries) 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. 226-A, 5801 Ellis Avenue, Chicago, IL 60637, telephone: 773-702-7813.

UNIVERSITY of CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENTS

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. Additionally, if the student resides in Chicago during the academic year, the insurance must cover medical care provided in the Chicago area for both emergency and non-emergency medical situations. In keeping with this requirement, each year all insurance eligible students are automatically enrolled in the Basic coverage of the University Student Health Insurance Plan (U-SHIP). Students may upgrade to the Prescription Advantage coverage as well as add dependents before the enrollment/waiver deadline. Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the deadline will remain enrolled in the U-SHIP Basic coverage and are responsible for the annual premium. Detailed information about the U-SHIP plan, including information on the following topics can be found at http://studenthealth.uchicago.edu/studentinsurance/". 
The University of Chicago

• Enrollment/Waiver Deadlines
• Automatic Enrollment
• Eligibility
• Coverage during Personal Leave of Absence
• Coverage during Medical Leave of Absence
• Binding Coverage
• Premiums

IMMUNIZATION REQUIREMENTS

By State of Illinois law, generally 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 notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are also available to be downloaded from the web (http://scc.uchicago.edu). They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of registration, 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. Students who receive this notification are urged to call the Immunization Office at 773-702-9975 to resolve their immunization compliance status. For more information about the State of Illinois immunization law, go to http://studenthealth.uchicago.edu/immunization/.

UNIVERSITY POLICIES

The Law School and its students are obliged to abide by the policies set forth by the University. These policies appear in the Student Manual of University Policies, available online at www.uchicago.edu/docs/studentmanual/university. Topics covered include

• Civil Behavior in a University Setting
• Statement of Nondiscrimination
• Policy on Unlawful Discrimination and Harassment
• Sexual Assault Policy
• Disability Accommodation Protocol
• Graduate Student Parents Policy
• Domestic Partnership Policy
• Student Employment
• Alcohol and Other Drugs
• Networking and Information Technology Policies
• Patent, Software, and Intellectual Property Policy
• Safety and Appropriate Use of Facilities
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 2010–2011 is $45,405 for students 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 life 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 $22,560 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 scholarships 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 should submit the Free Application for Federal Student Aid (FAFSA) as well as the Student Loan Administration’s Graduate Loan Application. Applicants who would also like to be considered for need-based scholarship funds from the Law School must also submit the Need Access Report (www.needaccess.org).

SCHOLARSHIPS

A substantial portion 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 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, Federal Direct Subsidized Stafford Loans, Federal Direct Unsubsidized Stafford Loans, and Federal Direct Graduate PLUS Loans. A complete description of the current terms of these loan programs and the application is available online at sla.uchicago.edu.

LL.M. STUDENTS

Expenses and financial aid—Unmarried students should expect a minimum total budget of tuition and living expenses in excess of $67,965, with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) 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, employers, families or other outside sources.
**INFORMATION for APPLICANTS**

**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 also online at 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 we do have a very strong applicant pool numerically, the non-numerical factors in an application are also extremely important. Our admitted students have a wide range of GPAs and LSAT scores.

*Completing the Application.* Applicants must submit their applications electronically through the Law School Admission Council (“LSAC”) Electronic Application, available at www.lsac.org. The application fee is $75 and may be paid electronically by credit card or by check or money order made payable to the University of Chicago Law School. Applications can be submitted starting September 1, 2010.

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, 2010, 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 may 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, 2011. 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. We consider applications as soon as they are completed and review them in the order they are completed.

*The LSAT.* Applicants must take the Law School Admission 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 the Law School Admission Council 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. We require applicants to submit their letters through the LSAC letter of recommendation service.

**Personal Statement and Résumé.** Applicants must submit a personal statement and résumé in accordance with the guidelines set forth in the application instructions.

**The LSDAS.** All applicants are required to register with LSAC’s Credential Assembly Service (“CAS”) for processing undergraduate and graduate transcripts. CAS also provides a letter of recommendation service. The Law School requires that applicants use this service. For information about the CAS, please contact the Law School Admission Council at 215/968-1001 or www.lsac.org.

**Financial Aid.** The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants who wish to be considered for need-based financial aid should contact the Access Group (800-282-1550 or www.needaccess.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 may invite a small number of applicants for interviews at the Law School after their files have been reviewed. Interviews are usually conducted between January and April. Requests for interviews will not be granted; interviews are conducted only at the Admissions Committee’s request.

**Visits.** We encourage all prospective applicants to visit the Law School. In the fall, we conduct open houses for prospective applicants and have student-led tours throughout the academic year; please call ahead for the schedule (773-702-9484) and check our website (www.law.uchicago.edu) for more details.

**Applicants with Disabilities.** Disabled applicants in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773-702-9484 or by emailing admissions@law.uchicago.edu with their request. 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 for their second and third years of law school. 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 applicants must apply electronically using
the LSDAS electronic application. Please visit our website at www.law.uchicago.edu for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.
STUDENT BODY

INFORMATION ABOUT THE STUDENT BODY, 2008–2009

DEGREES CONFERRED BETWEEN SEPTEMBER 1, 2009, AND AUGUST 31, 2010

DEGREES OF MASTER OF LAWS

Pedro Schiesser Bernardini
Soren Toft Bjerreskov
Yulia Bolotova
Alessandro Busca
Fernando de Lima Capellao
Cristiane Moraes Lopes de Oliveira Carvalho
Pythagoras Lopes de Carvalho Neto
Ana Carolina Castro Reis Passos
Xingzhou Chen
Giovanni Cirelli
Jacqueline Alena Clover
Donghao Cui
James David Cullen
Frederico Cursino De Moura
Darkson Delmondes Galvao
Roberto Ricardo De Urioste Samanamud
Peter Melchior Dieterich
Dmitry Dubenetsky
Pia Zeeshan Leila Dutton
Qiaoqiao Fan
Artur Fernandes Andrezo
Kasumi Fujii
Adriana Garcia Garcia
Yuling Geng
Eduardo Giuliani Marcondes Rocha
Qian Guo
Oliver Hablutzel

Johanna Karin Holz Rincon
Andelka Isaak Sretenovic
Scott Robert Ivey
Manbok Jin
Maxim Kuklin
Chien-Hung Lai
Maria Amelia Lisbao Senra
Yazhe Liu
Guilherme Maitto Caputo
Alexander Dmitrievich Mandzhiev
Tom Matthijs
Jose Alejandro Mosquera Gonzalez
Tilman Friedrich Walter Niedermaier
Takafumi Nihei
Maria Del Pilar Noguera Moreno
Henry David Nunez
Magda Olysarova
Sangchul Park
Jose Andres Pascual Moreno
Varnavas Playbell
Rong Qin
Elisa Ramundo
Michael Reinle
Richard John Robinson
Sophie Beatrice Sahlin
Micha Schilling
Johannes Christian Schragle
Hadas Shiachy
Naoko Shindo
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Molly Kelly Grovak **†‡
Karl Gunderson *
Pratiyancha Gupta *
Ashutosh Ajit Habbu
Christopher Robert Hagale *†‡
Thomas Drew Haley
Austin Keiller Hampton *
Sean A. Heikkila
Monica Jean Heth
Kathryn Jordan Hines
Eitan Seth Hoenig **†‡
Justin William Hoest
George Michael Houhanisin
Cathy Hwang
Catherine Akiko Itaya *
Maris Jean Jager
Kimberly Marion Jeffers *
Daniel Roy Jones
Lennie M Jones
Adam Michael Kaufmann *
Shira Kelber *
Paul Schuyler Kellogg *
Kathleen Simpson Kiernan
Angela Chungeun Kim
Michelle Sabina King
Ryan Russell Kirk
Catherine Therese Kiwala
Nikolay Kodes
Anne Myriam Korenblit
Neel Samir Kothari *
Sean Zachary Kramer *
Keith Roger Krider
Vanessa Pilar Kuljis
Michael Louis Kuppersmith
Reed Parker Larson
Jennifer Kim Lee *
Grace Catherine Lee
David Andrew Leon
Richard Brandon Leverett
Brandon Wolfe Levitan
Alexandra Frell Levy
Mark Liang *
Andrew Lee Liao
Winston Liaw *
Alison Marie Craven Looman
Azi M. Lowenthal
Maureen Loy *
Allison Marie Lucier
Jeffery John Lula *
Oren Matthew Lund
Katelynn Kelly McBride
Ryan Daniel McEnroe
Brian Keith McLeish **†‡
Shelby Quesnel McMahon
Jennifer Kathleen Messina
Kristen Joy Metzger
Adrian O'hara Milton
Christopher Stephen Morales **†‡
Natalie Elizabeth Morgan
Gary Moy
Sarah Mahoney Mueting
Juliana Newcomb Murray *
Paul Jacob Mysliwiec
Rohit Avinash Nafday *
Laura Ann Napoli *
Drew Anthony Navikas **†‡
Samira Asifa Nazem
Jennifer Lauren Nelson
Russell James Newsom
Hadi Nilforoshan
Julio Alejandro Noboa
Michelle Nicole Obregon
Alyssa Kate Ogawa
Jeffrey Stephen Oliver
Garrett Levy Ordower **†‡
Mimi Hanna Park
Darren Michael Perconte
Ciji Pittman
Julian Kreiser Portillo
Samuel Ernesto Proctor
Elizabeth Jean Ptacek
Lisa Loraine Rachlin *
Jonathon Charles Raffensperger *
Ellenna Valentine Raymond
Katherine Ross Reaves
Aubrey Victoria Refuerzo
Tobara Richardson
Katharine Amanda Roin *
Zachary W Rosenfield
Brian H. Rowe
Kathleen Bassi Rubenstein *
Natalie Jean Ruyle
Colin Wesley Sacoff
Ashley Christina Satterfield
Maria Fernanda Sayavedra *
Mark Robert Sayson **†‡
Kevin Gregory Schneider
Benjamin L Schuster **†‡
Jennifer S Senior
Prerak Shah *
Mark O’Kelly Sherman

Dongbin Christina Shin
Bella Shirin
Shane Jennings Shumway
Eric Michael Singer **†‡
Jack Owen Snyder Jr *
Nicholas Cooper Soltman *
Michelle Olufunmito Sowemimo
Asha Lyn Indira Spencer **†‡
Zachary Stephenson
Erin Michelle Stoody
Curtis Wayne Strong
Anisha Sundarraj
Claire Germaine Sweigart
Terri Michelle Taibl Soni
Stephen C. Teague
Danielle Elizabeth Traister
Eric C Tung **†‡
Monica Mahbuba Uddin
Vanessa Van Auken *
Erin Elizabeth Wagner
Elysa Q Wan
Zheng Wang
Diana Marie Watral **†‡
William Henry Weaver
Sarah Katherine Weber
Blake Alexandra Weinberg
Carla Joanne Weiss
Timothy Campbell Welch
Benjamin Whiting **†‡
Anastazja Patricia Wieckowski
Douglas Alan Wilber
Emily Rebecca Winston
Peter B Wolf
Justin Fat Hung Wong *
Xiaorong Jajah Wu
Anush Yegyazarian *
Stephen Christopher Yelderman **†‡
David Sungkwon Yoo

* Honors
** High Honors
*** Highest Honors
† Order of the Coif
‡ Kirkland & Ellis Scholar

SCHOOLS, COLLEGES, and UNIVERSITIES REPRESENTED in the STUDENT BODY DURING 2009-2010

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<td>Ohio</td>
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<td>Oregon</td>
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<td>Pennsylvania</td>
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<td>Rhode Island</td>
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<td>South Dakota</td>
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<td>Tennessee</td>
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## II. Countries

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<td>Belgium</td>
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<td>Canada</td>
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<td>Chile</td>
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<td>Colombia</td>
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<td>Czech Republic</td>
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<td>Denmark</td>
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<td>England</td>
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<td>Finland</td>
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<td>Foreign Countries Total</td>
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<td>Foreign countries represented</td>
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<td>Greece</td>
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<td>Italy</td>
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<td>Japan</td>
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<td>Luxembourg</td>
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<td>Mexico</td>
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Daniel Abebe  

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**Eric Posner**


Richard Posner

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SIGNIFICANT ACHIEVEMENTS of
the CLINICAL PROGRAMS 2009-10

CIVIL RIGHTS and POLICE ACCOUNTABILITY PROJECT

The Civil Rights and Police Project argued *Alvarez v. Smith*, 130 S. Ct 576 (2009), before the U.S. Supreme Court. In *Alvarez*, the Project challenged the constitutionality of Illinois’ drug forfeiture scheme. Under the drug forfeiture laws, local police and prosecutor seize millions of dollars of private property each year, but fail to provide property owners with a hearing until months or years after the seizure, depriving people of their property without due process. Unfortunately, the Supreme Court did not reach the merits of the case because the Project’s clients’ property was returned soon before oral arguments. The Project, however, continues to challenge this practice in court.

The Civil Rights and Police Accountability Project successfully negotiated a change to all of the City of Chicago’s settlement agreements in civil rights cases to eliminate an unethical restriction on lawyers’ ability to use those settlement agreements as evidence in other litigation. The Project also wrote an article on the subject, *A Crack in the Wall of Denial: Challenging Chicago’s Unethical Settlement Practices*, CIVIL RIGHTS LITIGATION ANNUAL HANDBOOK Ch.4: 79 (West 2009).

FEDERAL CRIMINAL JUSTICE PROJECT

The Federal Criminal Justice Project had a series of successes involving sentencing issues. In *U.S. v. Torres-Guerrero*, *U.S. v. Donaldson*, *U.S. v. Murph-Jackson* and *U.S. v. Taulbee*, the Project argued for sentences for their clients that were significantly lower than the sentences proposed by the government or authorized by the federal sentencing guidelines. In each case, as a result of the advocacy by the Project, the court imposed a sentence that was significantly lower than those proposed by the government.


MENTAL HEALTH ADVOCACY PROJECT

The Mental Health Advocacy Project was successful in 2010 in passing legislation resolving a long-standing battle over the standard for involuntary commitment to mental hospitals in Illinois. Effective in 2008, that standard was dramatically lowered by Public Act 95-602. Although many mental health advocates were dissatisfied over the way the pre-2008 commitment standard was being interpreted, mental health groups were vehemently at odds over the wisdom of the new standard contained in the 2008 amendment. The new standard was widely viewed as making the Illinois commitment standard lower than that in any other state. Almost immediately, lawyers representing respondents in commitment proceedings began challenging the constitutionality of the 2008 amendment in almost every commitment hearing. One of the challenges was successful in *Matter of Torksi*, 395 Ill. App. 3d 1010 (2009). In March,
2010, the Illinois Supreme Court granted the State’s petition for leave to appeal as of right. However, the State failed to ask for a stay of the Appellate Court decision. Thus, the commitment standard reverted to that in effect prior to 2008, pending a decision by the Illinois Supreme Court which was unlikely to be issued until 2011.

The Mental Health Advocacy Project, working on behalf of Mental Health America of Illinois, one of its legislative advocacy clients, saw these developments as creating an opportunity to bring the competing groups together, not only to craft a new commitment standard, but also to make other needed changes in the mental health laws. After extended negotiations and multiple drafts, the result was House Bill 5350 and Senate Bill 3129, identical fifty-page bills. Both bills passed the legislature unanimously. These bills seem likely to end almost a decade of fighting over the commitment standard and streamline and improve court procedures relating to involuntary treatment.
The University of Chicago

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 Sidley Austin Professorship in Law was established in 2008 by members of the law firm Sidley Austin LLP.

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 Cornblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Cornblit (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 R. Feldman Fund by David H. Feldman (J.D. 1928), in memory of his wife. In 1985, it was perpetuated in their memory by their children and other members of their family to provide scholarship support for worthy and deserving students.

The Robert S. Fiffer Memorial Scholarship 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 Jenner and Block Diversity Scholarship was created to support to a first-year student based upon academic merit and a demonstrated commitment to community service.

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 Belle and Solaman Lippman Scholarship was created in 2009 with a bequest from the estate of Mr. Lippman (J.D. 1936) to provide scholarships in the Law School.

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 Scholarship Fund was established in 2006 by the law firm and its partners and associates.

The McDermott Will & 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 Patio Fellowship Fund was established in 1983 at the University of Chicago Law School in memory of Antenor Patio, 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 Merrell 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 Merrell 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** 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 Caplan Fellowship** was created in 2010 by Herbert Caplan (J.D. 1957) to support summer internships offered through the current Law School Public Interest Program. The students funded will participate in opportunities with a public policy focus.
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 Kirkland & Ellis LLP Summer Public Interest Fellowship supports summer internships for rising second-year students to work with Chicago-area legal aid providers and Kirkland & Ellis attorneys on pro bono matters.

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 Brena 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 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. Schaefler Fund was created in 1995 by Nancy Schaefler (J.D. 1974) and Chester T. Kamin (J.D. 1965). The fund honors Ms. Schaefler’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 discre-
tion 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 Paul J. Tierney Clinical Program Fund was established in 2009 to provide support
for a faculty member whose work gives students practical training and also serves
clients who are otherwise underserved or underprivileged.

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 Ludwig and Hilde Wolf Teaching and Research Scholar Fund was established in 2009
to provide support for a faculty member of the Law School.

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

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 Legacy 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 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 1955 Fund was established by members of the Class of 1955 in honor of their 55th reunion to provide scholarships in the Law School.
The Class of 1957 Fund was established by members of the Class of 1957 in honor of their 50th Reunion to provide scholarships in the Law School.

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 1959 Scholarship Fund was established by members of the Class of 1959 on the occasion of their 50th Reunion. The fund is utilized to provide scholarship support to students of the Law School.

The Class of 1959 Scholarship Fund was established by members of the Class of 1959 on the occasion of their 50th Reunion to provide scholarships in the Law School.

The Class of 1959 Scholarship 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 Lillian Cohen. The fund is used at the discretion of the dean of the Law School and the law librarian to purchase materials for, and to preserve the collection of, the D’Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan (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.
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 third-year students who have 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 graduating 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 2010–2011

AUTUMN QUARTER

August 23–September 3
September 13–24
September 20–22
September 27
November 24–26
December 3
December 4–7
December 8–15
December 16–January 2

OCS On-Campus Interviews
Intensive Trial Practice
Orientation
Classes Begin
Thanksgiving Break
Last Day of Classes
Reading Period
Exams
Winter Break

WINTER QUARTER

January 3
January 17
March 4
March 5–7
March 8–14
March 15–27

Classes Begin
MLK Holiday
Last Day of Classes
Reading Period
Exam Period
Spring Break

SPRING QUARTER

March 28
May 20
May 21–23
May 24–28
May 27
May 28–31
May 30
June 1
June 3, 6, 8
June 11

Classes Begin
Last Day of 2L/3L Classes
Reading Period for 2Ls/3Ls
Exams for 2Ls/3Ls
Last Day 1L Classes
Reading Period for 1Ls
Memorial Day Holiday
1L Elective Exam
1L Exams Required Classes
Graduation

For the most accurate and up-to-date calendar information, please see http://www.law.uchicago.edu/students/academiccalendar.