

Fall 2013

Law School Announcements 2013-2014

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THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2013



CONTENTS

OFFICERS AND FACULTY.....	1
Officers of Administration.....	1
Officers of Instruction.....	1
Law School Visiting Committee.....	7
THE LAW SCHOOL	10
History.....	10
Educational Mission	11
PROGRAMS OF INSTRUCTION	13
The Doctor of Law (J.D.) Degree.....	13
Joint and Concurrent Degree Opportunities	13
The Graduate Program.....	14
Professional Journals, Special Programs, and Centers.....	17
PROGRAM REQUIREMENTS AND POLICIES	19
Curricular and Residency Requirements.....	19
The J.D. Program.....	19
The Second and Third Years.....	24
Graduate Programs.....	25
J.D. Student Writing Requirement.....	25
Professional Skills Course Requirement	27
Clinical Programs.....	27
Course Policies	34
Seminars and Simulation Classes	34
Waitlisted/Closed Classes	35
Bidding.....	35
Classes outside the Law School.....	36
Adding/Dropping Courses	38
Grading Policies	39
COURSES	41
FACILITIES.....	151
The Law School	151

The D'Angelo Law Library	151
STUDENT SERVICES	152
Student Life.....	153
Career Services	157
Computing Services.....	159
Housing and Dining.....	160
University of Chicago Student Health Care.....	162
Health Insurance Requirements.....	162
Immunization Requirements.....	163
University Policies	163
FINANCIAL INFORMATION.....	164
Fees	164
Expenses.....	164
Financial Aid for J.D. Candidates	164
Scholarships.....	165
Loans	165
LL.M. Students	165
J.S.D. Students	165
INFORMATION FOR APPLICANTS.....	166
Preparation for the Study of Law	166
Application Procedure and Admissions Policy	166
Transfer Applications.....	168
INFORMATION ABOUT THE STUDENT BODY, 2012-2013	169
Degrees Conferred.....	169
Schools, Colleges, and Universities Represented in the Student Body.....	173
States and Countries Represented in the Student Body	177
FACULTY SCHOLARSHIP 2012-2013.....	179
SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2012-13	205
FUNDS AND ENDOWMENTS	220
LAW SCHOOL CALENDAR 2013-14.....	252

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THE LAW SCHOOL ANNOUNCEMENTS 2013-14

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 the Law School does not have 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 School of Business (both M.B.A. and Ph.D. degrees), the Harris School of Public Policy Studies (M.P.P.), and the Divinity School (M.Div.). In addition, Law School students have or are currently pursuing concurrent Masters' degrees in Computer Science and International Relations. Students pursuing joint or concurrent J.D. and Masters' degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of coursework outside the Law School toward the J.D. degree. The admission and degree requirements for these programs are available from the Law School Admissions Office.

Students pursuing concurrent J.D. and Ph.D. degrees may, with the approval of the Deputy Dean in consultation with the Dean of Students, count up to 25 credits of course work outside the Law School toward the J.D. degree. (This credit would only be awarded for graduate course work undertaken in a Ph.D. program at the

University of Chicago, and only for coursework undertaken *after* a student has matriculated at the Law School.) Further, this benefit is limited to students who do complete both degrees. Students who have not earned a Ph.D. by the time they receive their J.D. therefore may apply no more than 12 credits earned outside the Law School towards their J.D. degree. Students who began their studies in a Ph.D. program before matriculating at the Law School are eligible to count up to 25 credits earned outside the Law School toward their J.D. degrees only if they have matriculated at the Law School within three years of beginning their Ph.D. programs.

Students in J.D./Ph.D. programs who began their law studies at the Law School would need to complete at least 80 credits of coursework at the Law School to obtain their J.D.s. These 80 credits could be earned during two years of intensive study at the Law School. All J.D./Ph.D. students who transferred to the Law School from another school must earn at least 90 credits at the Law School to obtain their J.D. As of the time of this rule's adoption in 2012, any J.D./Ph.D. students planning to seek admission to the New York Bar must earn 90 credits at the Law School because of that state bar's rules for admission. J.D./Ph.D. students planning to practice outside New York should research the rules of the state bar to which they are hoping to be admitted. In addition, any student wishing to pursue a J.D./Ph.D. must keep in mind that American Bar Association rules require all J.D. degrees to be completed within 84 months of a student's matriculation to law school.

The Law School is flexible in giving students leaves of absence so that they may register full time in other areas of the University, so long as such a leave will not prevent the student from finishing the J.D. within the ABA's 84-month time limit. In particular, 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:

1. Master of Laws (LL.M.),
2. Master of Comparative Law (M.Comp.L.),
3. Doctor of Jurisprudence (J.S.D.),
4. Doctor of Comparative Law (D.Comp.L.).

MASTER OF LAWS (LL.M.) / MASTER OF COMPARATIVE LAW
(M.COMP.L.)

Both 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.

Both programs require full-time attendance at the Law School for one academic year (three consecutive academic quarters). 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 LL.M. degree 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 and a Contracts 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.

Each year the Law School receives approximately 1000 applications for about 70 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. 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. Applicants whose native language is not English but whose legal education at the university level was conducted entirely in English in one of the following countries: India, Pakistan, the Philippines, Hong Kong, or Singapore, will not need to submit a TOEFL or IELTS score if they submit with their application a statement from an official at their university verifying that English was the only medium of instruction.

DOCTOR OF JURISPRUDENCE (J.S.D.) / DOCTOR OF COMPARATIVE LAW (D.COMP.L.)

Both programs are limited to students who have earned a J.D. degree or an LL.M. degree from an A.B.A. approved law school in the United States.

Both programs require full-time attendance at the Law School for two academic years (six academic quarters) and the completion of a dissertation that is accepted by the Graduate Studies Committee. Candidates must complete their dissertations within five years of beginning the program.

In a typical year about 30 candidates apply to the J.S.D. program for two or three positions. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LL.M. year at the University of Chicago or a comparable performance at the prior U.S. law school attended. Applicants must propose one or more Chicago faculty members 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. Candidates for admission must not contact Law School faculty members prior to their admission to the program.

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 Coase-Sandor Institute for Law and Economics is one of the many interdisciplinary traditions that have thrived at the Law School. Economics provides analytical and econometric tools, as well as theoretical frameworks, for studying how legal rules affect the way people behave. The application of economics to the analysis of legal problems has become an important part of a lawyer's education in the United States, and 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 Institute 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. Under the auspices of the Institute, the Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. In addition, the Institute sponsors several interdisciplinary conferences annually to enhance collaborations between

legal scholars and economists on a variety of topics. It also conducts annual international training conferences to broaden the impact of Chicago Law and Economics on legal scholarship and education, and on legal systems worldwide. Professor Omri Ben-Shahar is the director of the Coase-Sandor Institute.

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 beings 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. The Program is directed by Professors R.H. Helmholz, Alison LaCroix, and Laura Weinrib.



PROGRAM REQUIREMENTS AND POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

Completion of the J.D. degree from the Law School requires that J.D. students be in residence, full-time, for nine quarters, with no fewer than nine credit hours per quarter, in order to graduate. J.D. students must complete 105 credit hours, including a professional responsibility class, a professional skills class, and two substantial pieces of writing. LL.M. students must complete 27 credit hours at the Law School, with a minimum of nine credit hours in any given quarter. Please note, however, that LL.M. students must earn a minimum of 30 credits from the Law School to sit for the New York bar exam. Students who have passed a state bar exam in the United States prior to matriculating in the J.D. program at the Law School may be exempt from certain required classes. Such decisions will be made on a case-by-case basis by the Dean of Students and Deputy Dean depending upon other legal coursework completed at other institutions.

Initial registration takes place several weeks prior to the start of each academic quarter. Students are notified of the availability of online class schedules and registration procedures via email. The registration process for each quarter generally comprises four periods: initial bidding for limited enrollment offerings and registration for non-limited enrollment offerings, online add/drop, late add/drop (a paper based process), and the withdrawal-only period (students abandoning a class after the last day to drop receive a grade of "W" if they drop the class up to the last day of classes or the numeric equivalent of an "F" after the last day of classes). Students must refer to the online academic calendar for specific dates for each quarter (<http://www.law.uchicago.edu/students/academiccalendar>). **Deadlines are strictly enforced.**

First-year students are assigned to sections and registered by the Registrar for all classes except their third-quarter elective. Second- and third-year students and LL.M. students register themselves for classes using web-based registration systems.

Students may bid for a maximum of five classes per quarter, but the maximum number of credits in which a student can be registered via the bidding process is 14; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc. Students are strongly urged to drop classes in which they are no longer interested as soon as possible.

Class Attendance

Regular class attendance is required as a condition for receiving course credit. The Faculty Committee on Academic Rules and Petitions has articulated ABA Standard 304(d) concerning student attendance as follows:

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 courses, add a memo to the student's file, 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 limited enroll 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.

PLEASE NOTE: Faculty members are increasingly strict in interpreting what constitutes "regular" attendance. In addition, many state bar licensing boards have begun to ask whether an applicant has ever been warned about problems with lateness or absenteeism. Students have been failed for poor attendance, have been dropped from course rosters, and have been denied credit in courses. If a problem is noted by a faculty member, a memo is added to the student's file and it will be reported to the appropriate licensing agency.

Each spring, the Law School makes a tentative determination about which courses will be offered in the following year and who will teach them. Suggestions for new course offerings should be brought to the attention of the Registrar.

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 cultivate legal reasoning skills and to foster an understanding of the development of the law through judicial decisions and statutory interpretation. Instruction in the first year primarily centers on class discussion of judicial decisions (known as the “case method”). In addition to the traditional first-year offerings, all first year students take a course unique to the Law School 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 legal writing class introduces students to standard legal research tools and techniques and requires students to write a series of legal memoranda and briefs. In the Spring Quarter, each student prepares an appellate brief and participates in an oral argument. The Joseph Henry Beale Prize is awarded to a student in each section of the first year legal research and writing program whose work is judged to be most worthy of special recognition. Another prize (its name changes each year to reflect the name of the law firm sponsoring the award) is awarded to a student in each section of the first year legal research and writing program whose Spring Quarter brief is judged to be most outstanding and worthy of recognition.

The Second and Third Years

Classes after the first year are all elective. Prior to graduation, however, all students must complete classes that meet requirements set by the American Bar Association, including a professional skills class and a professional responsibility class. Additionally, students must complete two writing requirements, which are described in more detail later in this document.

Students have freedom to tailor their programs to their own interests and needs, although 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. Students are advised against excessive specialization, however, as 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 below in the section on Selecting Classes. Students receive additional guidance on course selection at 2L

Orientation, which is held in conjunction with orientation for the On-Campus Interview program. Students are encouraged to consult with members of the faculty, the Dean of Students, the Associate Director of Student Affairs, 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. In addition, 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, the curriculum may vary substantially from year to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

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

Course Registration Restrictions

When registering, please note:

Pursuant to ABA requirements, 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.

Similar Classes

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 classes):

- Con Law II and Con Law IV
- International Law and Public International Law

- Labor Law and Employment and Labor Law
- Legal Profession and Legal Profession: Ethics
- Trial Advocacy and Intensive Trial Practice Workshop
- The same course taught by different professors (or the same professor), e.g., Corporate Finance at the Law School and at Booth.

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 burden to avoid overlapping classes falls on the student.

Petitions

For actions outside the usual procedures, petitions are available online at <http://www.law.uchicago.edu/students/academics/petitions>. Petitions are required to do the following:

- Take 14 Credits
- Take a Non-Law School Course for Credit
- Reschedule an Exam
- Register for an Independent Research
- Register for a Law School Class as a Non-Law Student

Registration Restrictions

Students may not register for classes beyond their first quarter if they:

- Have registration restrictions placed by any office of the University (such as the Bursar's Office, the Financial Aid Office, etc.);
- Have not satisfied their immunization requirements; or
- Have not furnished the Office of the Registrar with an official transcript of their undergraduate work or graduate work done before matriculation at the Law School. The transcript(s) must be sent directly from the other institution(s) to the Law School Office of the Registrar and must bear the degree earned. Additional restrictions pertaining to specific quarters/classes/students are listed online at <http://www.law.uchicago.edu/students/registration>.

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, Business Organizations/Corporation Law, Constitutional Law I, and Administrative Law.

In planning a program, students should consider some courses predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Business Organizations/Corporation Law and Taxation of Corporations, which provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Bankruptcy and Reorganizations, 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 a trial advocacy course 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, Business Organizations/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, students are required to fulfill one of their writing requirements 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.

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.

J.D. STUDENT 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, Senior Lecturers at the Law School, and tenured University of Chicago professors who have permanent offices 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 and was the instructor for the course or independent study for which the paper was written;
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 prior to the authoring student's final term of study at the Law School.

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 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
- 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 a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and accepted by the Dean of Students; or
- 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
- 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.

If a student is concerned that any work done for credit at the Law School might duplicate work done for another Law School course or another academic program or job, that student should consult with the Dean of Students in order to be sure that academic standards are not violated. The Dean of Students is also available to discuss any questions regarding the originality of work submitted, or the requirement that work done by others not be copied or plagiarized.

PROFESSIONAL SKILLS COURSE REQUIREMENT

Before graduation, all J.D. students must successfully complete one or more classes that 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.

The following classes that satisfy the professional skills requirement are currently scheduled to be offered during the 2013-14 academic year:

- Abrams Environmental Law Clinic
- Accounting for Lawyers
- Advanced Contract Drafting: General Corporate Contracts
- Advanced Contracts: Sales Law for A Modern Economy
- Advanced Legal Research
- Advanced Legal Research: Foreign and International Law
- Advanced Legal Writing
- Brief-writing and Appellate Advocacy Seminar
- Civil Rights Clinic: Police Accountability
- Closing a Deal: Structuring and Documentation of a Secured Loan Transaction
- Commercial Transactions - Negotiation, Drafting, and Analysis
- Complex Litigation
- Constitutional Decisionmaking
- Contract Drafting and Review
- Contract Negotiation: Outsourcing
- Contracts and Commercial Transactions
- Corporate Lab Clinic
- Criminal and Juvenile Justice Project Clinic
- Developing Law Practice Skills through the Study of National Security Issues
- Divorce Practice and Procedure
- Drafting Contracts: The Problem of Ambiguity
- Employment Discrimination Clinic
- Entrepreneurship and the Law
- Exoneration Project Clinic
- Federal Criminal Justice Clinic
- Fundamentals of Accounting for Attorneys
- Gendered Violence and the Law Clinic
- Housing Initiative Clinic

Institute for Justice Clinic on Entrepreneurship
 Intensive Trial Practice Workshop
 International Arbitration
 International Human Rights Clinic
 International Human Rights Lawyering Skills
 Law and Practice of Zoning, Land Use, and Eminent Domain
 Leadership
 Legal Elements of Accounting
 Litigation Laboratory
 Mental Health Advocacy Clinic
 Post Incarceration Reentry Clinic
 Poverty and Housing Law Clinic
 Pre-Trial Advocacy
 Private Equity Transactions: Issues and Documentation
 Prosecution and Defense Clinic
 Secured Lender Remedies and Workout Transactions
 Strategies and Processes of Negotiations
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
 Trial Advocacy
 Young Center Immigrant Child Advocacy Clinic

Please note that this list is subject to change. For up-to-date information, please see the online course listing at <http://www.law.uchicago.edu/courses>.

CLINICAL PROGRAMS

Second- and third-year students obtain practical training through the Law School's clinical and experiential programs, in which students represent clients and engage in other lawyering roles under the supervision of full-time clinical teachers, faculty, and practicing attorneys. The Law School's clinical and experiential programs give students an opportunity to learn litigation, legislative advocacy, and transactional skills. Students learn through classroom instruction, simulation, and representation of clients under the close supervision of the clinical teachers and attorneys. The program is intended to join the academic study of law with experience in interviewing clients, investigating facts, developing strategies, conducting negotiations, dealing with adverse parties, drafting legislation and lobbying legislators, drafting contracts, and participating in court proceedings.

The following clinical offerings are currently scheduled for the 2013-14 academic year, and may be amended from time to time to reflect changes or additions of new clinics:

- Abrams Environmental Law Clinic
- Civil Rights Clinic: Police Accountability

- Corporate Lab Clinic
- Criminal and Juvenile Justice Project Clinic
- Employment Law Clinic
- Exoneration Project Clinic
- Federal Criminal Justice Clinic
- Gendered Violence and the Law Clinic (*)
- Housing Initiative Clinic
- Institute for Justice Clinic on Entrepreneurship
- International Human Rights Clinic
- Mental Health Advocacy Clinic
- Post Incarceration Reentry Clinic
- Poverty and Housing Law Clinic (*)
- Prosecution and Defense Clinic(*)
- Young Center Immigrant Child Advocacy Clinic

() Winter and Spring only*

The following rules apply to the clinical courses listed above:

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be seven, except for the Corporate Lab: Transactional Clinic, in which students may earn up to nine credits. An Independent Research project (499) may not be used to evade applicable maximums or other rules regarding clinic participation. Students may enroll in no more than 14 total credits with the Director of Corporate Lab Programs and any other instructor who teaches in the Corporate Lab, including no more than 9 credits in the Corporate Lab itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Corporate Lab count toward this 14 credit limit.
- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter and one four-credit quarter.
- Students are awarded one credit for work averaging five hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in conjunction with the clinic.
- Students may enroll in two clinics simultaneously with written permission of the relevant clinical supervisors. Students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a

clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.

- The authority to confirm enrollment in a clinic is vested in the respective clinical supervisor(s) who ensure(s) that students have completed all the necessary pre-requisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the program. Expectations regarding the duration of the student's involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.
- Students must bid or register for clinics in which they wish to participate only once (please see the quarterly registration instructions online for details on how to bid or register for specific clinics). The registration system allocates to each enrollment the default minimum credits for the quarter; adjustments based on actual work performed are reported by the clinical supervisors at the conclusion of each quarter to the Office of the Registrar. Students continuing participation in a clinic (as indicated by the clinical supervisor at the conclusion of each quarter participation) are automatically registered for the next quarter by the Office of the Registrar
- With the exception of the Corporate Lab Clinic, grades for clinical work are posted once, for all quarters of involvement, at the conclusion of the student's involvement with the clinic, and students receive the same grade for all quarters. For the Corporate Lab Clinic, grades are posted each quarter, and students may receive different grades for each quarter.
- Most clinics have a seminar component that students may be required to take during their participation in the clinic. Please check the schedule for meeting days/times, as students may not register for other offerings that meet contemporaneously.
- Students who work in a clinic over the summer are treated as returning clinic students in the Autumn quarter and may continue with their clinic work during the following academic year. These students are automatically pre-registered by the Office of the Registrar (as indicated by the respective clinical supervisor) and therefore do not need to bid nor register themselves for the same clinic for the following Autumn quarter.

Students should keep in mind that they need to be enrolled in and earn at least nine credit hours per quarter to be considered full-time, and students must earn at least 105 credits to graduate. If the student is counting on a clinic to meet these minimums, the student must be sure to earn enough hours in the clinic, or the student may face serious consequences. Any student intending to earn clinical credits in a given quarter above the default minimum credits for a clinic – whether to meet the nine credit hour full-time requirement or the 105 credits to graduate requirement – should provide the Registrar with written confirmation from their

clinical supervisor that sufficient clinical work will be available to that student to meet the necessary hours requirement.

Please see the online registration materials for the latest information concerning specific quarters, days, times, credits, and other relevant information. Additional information for specific clinical and/or experiential learning programs is available online at <http://www.law.uchicago.edu/clinics>.

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, drafting contracts, 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 50 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 Mandel Clinic has the following clinics: Civil Rights Clinic; Police Accountability; Abrams Environmental Law Clinic; Criminal and Juvenile Justice Project Clinic; Employment Law Clinic; Federal Criminal Justice Clinic; Housing Initiative Clinic; International Human Rights Clinic; Mental Health Advocacy Clinic; and the Post Incarceration Reentry Clinic. Student experiences may vary by project.

THE EXONERATION PROJECT CLINIC

The Exoneration Project Clinic represents clients who have been convicted of crimes of which they are innocent. The clinic 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 Clinic 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 Clinic also seeks to encourage more interest among the bar for representing clients in need of post-conviction assistance.

YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

The Young Center Immigrant Child Advocacy 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.

CORPORATE LAB: TRANSACTIONAL CLINIC

This transactional clinic provides students with a forum for working closely with legal teams at various major companies in the following sectors (subject to change): technology, consulting, telecommunications, and emerging businesses. This section aims to teach practical legal skills and knowledge both by having students work on actual projects and through classroom instruction and discussion. In addition, students will have the opportunity to hear from, and interface with, seasoned practitioners from leading law firms. This class mirrors a real-world work experience: Students will receive hands-on substantive and "client"-development experience and will be expected to manage and meet expectations (e.g., deadlines) while exercising a high level of professionalism. As a result, this class is likely to involve a significant time commitment (with a substantial amount of work to be completed outside of class), and students will get out of the Lab what they put into it. Student grades will be based upon participation in the classroom, appropriate attention to "client" service, collaborative efforts within a team environment, and quality of work product.

POVERTY AND HOUSING LAW CLINIC

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing related cases at the Legal Assistance Foundation (LAF), which provides free legal services to indigent clients in civil matters. Students spend at least twelve hours per week in LAF's Housing Practice Group or in LAF's Consumer Practice Group (which handles bankruptcies and foreclosure defense). Students may 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 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 class at which they will learn about poverty law, public housing, the Section 8 tenant-based and project-based rental assistance programs, the landlord-tenant relationship, eviction actions, jury trial practice, housing discrimination, foreclosure defense, and the extensive and often misunderstood connection between criminal law and subsidized housing.

PROSECUTION AND DEFENSE CLINIC

The Prosecution and Defense Clinic provides students with an opportunity to learn about the criminal justice system through:

1. a two-quarter seminar taught by a former Assistant United States Attorney and a former Federal Defender; and,
2. a clinical placement in either a prosecutor's office or public defender's office.

The goal of the course is to familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around a single federal criminal case), and hands-on experience through a clinical placement. Each student in the clinic is responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Examples include the U.S. Attorney's Office for the Northern District of Illinois, the State's Attorney's Office (in any northern Illinois county), the State's Office of the Attorney General, the Federal Defender Program for the Northern District of Illinois and the Public Defender's office (in any northern Illinois county). Each field placement will be formally supervised by coordinators within each program's office, and the faculty instructors will monitor the student's substantive work and performance in conjunction with the field placements. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

COURSE POLICIES

SEMINARS AND SIMULATION CLASSES

Students are permitted to enroll in up to four seminars and/or simulation classes per academic year, no more than three of which may be taught by individuals who are neither tenured professors, tenure track professors, clinical professors, visiting professors, emeritus professors, tenured University of Chicago professors who have permanent offices at the Law School, nor senior lecturers. In some instances, preferences are granted to second- or third-year students.

While many seminars and simulation classes can accommodate all of the registering students, on occasion, certain seminars and simulation classes will be oversubscribed; enrollment into seminars and simulation classes is typically via the

bidding process (see Bidding below). Generally, seminar classes are capped at twenty students. In some seminars, enrollment is limited to a smaller number. Regardless of whether a seminar or simulation class has a waitlist, all seminars and simulation classes are considered “limited enrollment classes.” Students are required to drop all seminars and simulation classes in excess of the four seminar rule before the end of the third week of quarter. Multi-quarter seminars count as one seminar. With the exception of Greenberg Seminars, all multi-quarter workshops (e.g., the Law and Economics Workshop, the Legal Scholarship Workshop, etc.) and seminars are considered seminars under this rule.

WAITLISTED/CLOSED CLASSES

Students must attend the first meeting of a seminar, simulation class, or a course with a waitlist in order to stay enrolled in the class. A student who is on the waitlist and wishes to register for the class must attend the first class as well. In many cases, the professor is able to accommodate the students on the waitlist who attend the first class.

A student who wishes to drop a limited enrollment class (whether a seminar, a simulation class, or course that was included in the bidding process) must do so by 9:00 a.m. on the day of the second week of classes specified by the Office of the Registrar (e.g., if Autumn quarter’s classes begin on a Monday, then the deadline to drop would be 9:00 a.m. on the Monday of the second week of classes; if Autumn quarter’s classes begin on a Thursday, then the deadline to drop would be 9:00 a.m. on the Thursday of the second week of classes).

Please note that many faculty will drop students who do not attend the first class, regardless of whether the class has a waitlist. It is the student's responsibility to make sure classes are dropped by the deadline. Students should not assume that by not attending the first meeting they have been dropped from a class.

BIDDING

During the initial bidding and registration period of each quarter, students bid online for certain offerings, including all seminars and simulations. Students may bid for up to five offerings per quarter and must rank them in order of preference. The maximum number of credits in which a student can be registered via the bidding process is 14; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc. Generally, 2Ls, 3Ls, and LL.Ms are on equal footing – there is no seniority system, since many of these seminars are offered only once or in alternating years. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class. The Office of the Registrar publishes online a list of biddable classes approximately 10 days prior to the start of the bidding process, including the number of available seats for each class. Please see each quarter’s registration materials for additional information. For a list of classes subject to the bidding process, please see: <http://www.law.uchicago.edu/bidding>

CLASSES OUTSIDE THE LAW SCHOOL

During the second and third years, J.D. students may take up to four classes (for a total of twelve credits) outside the Law School for credit toward their J.D. 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. the course must be graduate level, although exceptions are occasionally made for undergraduate foreign languages that students have not previously studied or that students test into;
3. students must petition through the Office of the Registrar (see <http://www.law.uchicago.edu/students/petitions/nonlawcourse>) and receive permission before enrolling in any class outside the Law School;
4. students may take no more than two classes outside the Law School during any given quarter;
5. **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 and the faculty member must agree, in writing, to provide a final grade or a provisional pass by the University deadline for submission of grades for graduating students;**
6. the class may not have substantial overlap with any class taken at the Law School or any prior institution (a determination made by the Dean of Students and the Registrar); and
7. classes at other law schools or universities may not be substituted.

Classes cross-listed with the Law School do not count against the 12-credit limit, and law students do not need to petition to register in those classes. Law students registered in cross-listed classes must register for the classes using the LAWS-prefixed course number and also must receive a numerical grade (e.g., law students may not register to take cross-listed classes for letter grades or Pass/Fail).

Determinations about the appropriateness of a particular class for a particular student's course of study should not be interpreted as universal approval of the class for all students in a given year or in subsequent years.

Students may take classes in other departments on either a graded or pass/fail basis. Students and the instructor in the class will establish the conditions of the grade. **If the graded option is selected, a letter grade will be recorded on the Law School transcript but will not be included in the calculation of grade point averages.**

LL.M. students may take non-Law School classes, but the credits will not count towards the 27 credits required to graduate, nor will those classes count toward the nine credits per quarter residency requirement.

Please follow these steps to register for a class outside of the Law School in any unit/department of the University but Booth:

1. Go to the University of Chicago Class Schedules and Registration interface and click on the Advanced Search link.
2. Choose a department from the list and click the SEARCH button.
3. Review the list of classes offered by the department and select a graduate level class that you would like to take.
4. Email the instructor of the class in which you seek to enroll. In some cases you will need the professor's approval to register, and you should establish with the professor whether you will be taking the class pass/fail or for a letter grade.
5. Complete the online petition to take a non-Law School class for credit. The petition is available at:
<http://www.law.uchicago.edu/students/petitions/nonlawcourse>.
6. **Petitions may be submitted through the end of the first week of class. Petitions submitted thereafter will not be considered.**
7. After your petition is submitted, you will receive either an approval or denial from the Dean of Students or the Office of the Registrar via email.
8. If the petition is approved, the Assistant Registrar will enroll you and notify you once that process is complete.

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions at <http://departments.chicagobooth.edu/srs/nonmbastudent/Law.asp>. You need to submit a Petition to Take a Booth Course for Credit. Credits for Booth classes count toward the 12 credit limit and the maximum of two non-Law School classes per quarter.

As soon as the Booth registration is completed (typically the Monday of the second week of the quarter), you will receive an email confirmation of your registration status. If you decide not to take the Booth class for which you registered, you must immediately notify Booth and the Law School Registrar (in no case later than the end of the third week of classes). Booth registration, course attendance, and grading are governed by all applicable Booth rules.

Booth registration information for non-Booth students, including links to course information, syllabi, exam schedules, and deadlines, is available at:

- <http://departments.chicagobooth.edu/srs/nonmbastudent/index.asp>
- <http://boothportal.chicagobooth.edu/portal/server.pt/community/courses/205>

- <http://departments.chicagobooth.edu/srs/nonmbastudent/seat%20availability.asp>

Students taking a Booth course who would like to elect Pass/Fail grading are required to complete the Pass/Fail Request form in the Booth Dean of Students' Office (typically by the Friday of the fourth week of the quarter). After this deadline, no changes can be made to a Pass/Fail request. If you intend to take a Booth course Pass/Fail, make certain that it is permitted, as some professors do not allow the Pass/Fail option.

For additional information on taking classes across the Midway, please visit <http://www.law.uchicago.edu/students/acrossthemidway>.

ADDING/DROPPING COURSES

For classes not governed by the rules applicable to limited enrollment courses, students must complete all adds or drops to their class schedule by the third week of the quarter. 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 does not obtain special permission from the Dean of Students to drop after the deadline will receive a "W" (up to the last day of classes) or the numeric equivalent of an "F" (after the last day of classes) on his/her transcript for that course. Permission to drop a class after the deadline will not be granted if:

1. the class was included in the bidding process and oversubscribed at the time of registration;
2. the student has received 50% or more of the final grade;
3. the professor objects to the drop;
4. the student will have less than nine credits for the quarter; or
5. the request fails to meet the aforementioned "extraordinary circumstances" condition.

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

These rules also apply to compressed schedule courses and multi-quarter courses, unless explicitly contravened in the course description.

GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A

174-179 B

168-173 C

160-167 D

155-159 F

Law School grades are recorded as numerical grades for all LAWS-prefixed courses, unless otherwise explicitly noted in the course's description. The median grade in all courses and all seminars in which students are graded primarily on the basis of an examination must be 177. The median grade in all paper seminars, clinics, and simulation classes must be no lower than 177 and no higher than 179. Courses in which all students write papers, as well as courses and seminars in which students have the option to write a paper or sit for an examination, must have a median of 177 or 178. All 1L electives must have a 177 median, regardless of the basis for grading in those classes. The median grade in Bigelow Legal Research and Writing classes must be 178. The Law School may permit minor deviations from these mandatory medians only for classes with very low enrollments when the instructor certifies that the students' performance was unusually strong or weak relative to students' performance in the same class during prior years.

In the absence of any contrary statement, it is understood that a student's grade in a course will be based entirely upon the written examination or paper in the class. Professors may choose to add a class participation component to the grade.

Honors are awarded to J.D. students at graduation based on final cumulative grade point averages as follows:

182 and above Highest Honors

180.5 and above High Honors

179 and above Honors

The Law School does not rank students. Students **must not** provide estimates of their class rank on resumes, in job interviews, or in any other context. A key on the back of the transcript provides information about the rolling percentage of students graduating with honors.

Membership in the national Order of the Coif organization is awarded pursuant to terms set by the national organization. Students are eligible for nomination for

Order of the Coif upon graduation if they have earned at least 79 of the 105 credits needed for graduation in graded courses at the University of Chicago Law School. From that pool of eligible students, the top 10% at graduation is nominated for membership in Order of the Coif.

A grade of 160 or above is required for credit in a course. A student who fails a class will be contacted by the Dean of Students. 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. Additionally, students must attain a minimum cumulative GPA of 168 at the conclusion of each academic year to maintain satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuing study in the Law School as well as to graduating from the Law School.

KIRKLAND & ELLIS SCHOLARS

In recognition of a very important gift to the Law School's Centennial Capital Campaign, the Law School designates outstanding students as Kirkland & Ellis Scholars. Beginning with the Class of 2009, students with grades in the top 5% of the class are so designated at the end of their 1st year or 2nd year of study. Additional students will be added to this group during the 3rd year of study so that by graduation, 10% of the class will have been designated Kirkland & Ellis Scholars. Once a student receives the designation, it is not removed.



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.

Key to course details:

Key	Description
+	subject to prerequisites, co-requisites, exclusions, or professor permission
1L	first year required course
a	extends over more than one quarter
c/l	cross listed
e	first-year elective
m	seminar
p	meets the professional responsibility/ethics requirement
r	papers may meet substantial research paper (SRP) graduation requirement
s	meets the professional skills requirement
u	simulation class
w	meets writing project (WP) graduation requirement
x	class available for bidding
(#)	the number of Law School credit hours earned for successful completion of the course

Civil Procedure I

LAWS 30211 - 01, 02 (3) 1L

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 2013 - William H. Hubbard, Emily Buss

Civil Procedure II

LAWS 30221 - 01, 02 (3) 1L

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 2014 - Alison LaCroix, Diane P. Wood

Contracts

LAWS 30511 - 01, 02 (3) 1L, a

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 at the conclusion of the Spring quarter.

Winter 2014 - Omri Ben-Shahar, Douglas G. Baird

Contracts

LAWS 30511 - 01 (3) 1L, a

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.

Spring 2014 - Eric A. Posner

Contracts

LAWS 30511 - 02 (3) 1L, a

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, bankruptcy law, 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 students to legal methodology, particularly common law reasoning and incrementalism.

The student's grade is based on a proctored, four-hour final examination.

Spring 2014 - Edward R. Morrison

Criminal Law

LAWS 30311 - 01, 02 (3) 1L

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.

Winter 2014 - Jonathan Masur, Kimberly Ferzan

Criminal Law

LAWS 30311 - 01, 02 (3) 1L

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.

Spring 2014 - Thomas J. Miles, Richard H. McAdams

Elements of the Law

LAWS 30101 - 01 (3) 1L

This course examines the role of judges in our legal system, focusing particularly on the processes of statutory and constitutional interpretation. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of originalism and other methods of interpretation; and the role of history and context in judicial decision making.

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

Autumn 2013 - Geoffrey R. Stone

Elements of the Law

LAWS 30101 - 02 (3) 1L

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and related 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 2013 - David A. Strauss

Elements of the Law

LAWS 30101 - 03 (3) 1L

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 2013 - Richard H. McAdams

Legal Research and Writing

LAWS 30711 - 01, 02, 03, 04, 05, 06 (2, 1, 1) 1L, a

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 2013, Winter 2014, Spring 2014 - Genevieve Lakier, Vincent S. Buccola, Adam Chilton, John Rappaport, Roger A. Ford, Gregory W. Reilly

Property

LAWS 30411 - 01, 02 (3) 1L, a

This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing.

The student's grade is based on a single final examination at the conclusion of the Winter quarter.

Autumn 2013 - Eduardo M. Peñalver, Lior Strahilevitz

Property

LAWS 30411 - 01 (3) 1L, a

This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing.

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

Participation may be taken into account as indicated in the syllabus.

Winter 2014 - Lee Fennell

Property

LAWS 30411 - 02 (3) 1L, a

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, intellectual property, and takings .

The student's grade is based on an in-class examination.

Winter 2014 - Lior Strahilevitz

Torts

LAWS 30611 - 01, 02 (3) 1L, a

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental

injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, are compared.

The student's grade is based on a single final examination at the end of the Winter quarter.

Autumn 2013, Winter 2014 - M. Todd Henderson

Torts

LAWS 30611 - 02, 01 (3) 1L

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including as negligence and strict liability.

The student's grade is based on a single final examination at the end of the Winter quarter.

Autumn 2013, Winter 2014 - Saul Levmore

Abrams Environmental Law Clinic

LAWS 67813 - 01 (1 to 2) a, s

The Abrams Environmental Law clinic attempts to solve some of the most pressing environmental problems throughout Chicago, the State of Illinois, and the Great Lakes region. On behalf of clients, the clinic challenges those who pollute illegally, fights for stricter permits, advocates for changes to regulations and laws, holds environmental agencies accountable, and develops innovative approaches for improving the environment. Through clinic participation, students learn substantive environmental law and procedures for addressing concerns through the courts or administrative tribunals. Students develop a number of core advocacy competencies, such as counseling clients, spotting issues, conducting factual investigations, performing practical legal research, advocating through written and oral communications, planning cases, managing time, and addressing ethical issues and dilemmas. In addition, students develop an appreciation for the range of strategic and tactical approaches that effective advocates use. Some matters will be best resolved in front of a judge, others in an adversarial hearing, others through face-to-face meetings with government officials, and others by putting public pressure on a polluter or administrative agency. Any given matter may require the use of one or more of these approaches simultaneously or sequentially, although in general, the clinic will deploy adversarial approaches to help achieve its clients' objectives.

Autumn 2013, Winter 2014, Spring 2014 - Mark N. Templeton

Accounting and Financial Analysis

LAWS 79103 - 01 (3) +, s, x

This course is designed to quickly introduce you to (or, preferably, refresh your knowledge of) basic financial accounting [first two weeks of class] and then aims to aggressively increase your ability to be a highly sophisticated user of financial statements. After taking this course, you should improve your ability to determine a firm's accounting policy for a particular type of transaction and to determine how that policy choice affects its primary financial statements. You will also learn how to question whether these effects fairly reflect the underlying economics of the firm's transactions. Asking these questions involves an interplay between accounting, economics, finance, law and business strategy. You should therefore greatly improve your ability to use an accounting report as part of an overall assessment of the firm's strategy and the potential rewards and risks of dealing with the firm.

The teaching approach will be a roughly equal combination of lecture time and demanding case applications of the lecture material that will involve group case assignments that will form the basis for in-class discussion of the cases. The technical knowledge acquired from the lecture material is applied to cases where the main goal is to examine how the reported financial statements would differ if the firm had used different accounting policies. The focus is on modifying the reported financial statements in order to obtain the cleanest possible inputs for use in such applications as equity valuation, transaction structuring and credit analysis. The topics to be discussed are likely to include the accounting for, and interpretation of: revenue recognition, intercorporate investments, organizational structures (e.g., franchising), debt, and leases. Intensive group hand-in cases will be used to illustrate how the flexibility in financial reporting can reflect both the economics of the firm and the incentives of the managers creating the financial statements.

It is strongly recommended that students registering for this course have some prior exposure to accounting course work, at least at the level of Fundamentals of Accounting for Attorneys (LAWS 79112) or Legal Elements of Accounting (LAWS 79102).

Grading will be based on case assignments, short homework assignments, class participation, and a final exam.

Spring 2014 - Philip G. Berger

Accounting for Lawyers

LAWS 79201 - 01 (2) s, x, m

The seminar 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 seminar covers the fundamentals of accounting, it concentrates on their application in typical legal practice settings such as contracts,

mergers and acquisitions, shareholder reporting, regulatory reporting, bankruptcy and litigation.

Winter 2014 - David A. Bowers

Administrative Law

LAWS 46101 - 01 (3) x

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 administrative 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 statutes; judicial review of agency decisions; and public participation in agency rulemaking. 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 class participation and a final examination.

Autumn 2013 - Jennifer H. Nou

Administrative Law

LAWS 46101 - 01 (3)

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.

Winter 2014 - Nicholas Stephanopoulos

Admiralty Law

LAWS 71001 - 01 (3)

This course will cover the development and scope of this part of the jurisdiction of the federal courts, the role of the Supreme Court in the common law development of the substantive law of the admiralty, and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability.

The student's grade is based on class participation and a final take-home examination.

Autumn 2013 - Randall D. Schmidt

Advanced Civil Procedure

LAWS 52502 - 01 (3)

This course examines salient features of major civil litigation from both a practitioner's and a policymaker's perspective. Broadly, these features fall into two categories: issues with forum and aggregation on the one hand, and problems with the collection and production of evidence on the other. Topics in the first category include class actions and arbitration. Topics in the second category include electronic discovery and preservation. In addition, this course studies how the federal rulemaking process, statutes, and judicial decisions compete to define the procedures that govern civil litigation.

The student's grade is based on a final examination with some consideration of class participation.

Spring 2014 - William H. Hubbard

Advanced Contract Drafting: General Corporate Contracts

LAWS 79918 - 01 (2) +, s, x, m

This seminar builds upon introductory contract drafting coursework and provides intensive instruction in the drafting and review of some of the most central types of contracts in general corporate legal practice. As such, it aims to develop students' drafting skills and to prepare them to excel at all levels in law firms' various corporate groups. We will begin the seminar by reviewing the different kinds of provisions that appear in any contract and reinforcing various key drafting considerations. With these principles in mind, we will then introduce and study several of the most important contracts on which corporate attorneys work, including merger agreements, credit agreements, and underwriting agreements. The majority of the seminar will be spent exploring these agreements, how their provisions interact with one another, and how best to draft and negotiate such agreements in the context of a client's objectives, the specific nature of a transaction, its particular legal and business risks, and each party's relative leverage in the negotiation. Throughout the seminar, students will engage in several drafting exercises both in and out of class and in group simulations involving both competition and collaboration. Materials will include publicly

available agreements from actual transactions as well as form contracts that are often used as the basis for drafting.

Grades will be based upon class participation, a series of drafting exercises, and a final take-home assignment.

Contract Drafting and Review (LAWS 79912), or else instructor permission, is a prerequisite for registration in the seminar.

Winter 2014 - Naveen Thomas

Advanced Contracts: Sales Law for A Modern Economy

LAWS 48601 - 01 (3) c/1, s

This course is an advanced contracts course that focuses on Article 2 of the Uniform Commercial Code. It presents the material from a hybrid jurisprudential, transactional and litigation perspective in an effort to help students integrate what they have learned about contracts in theory, into the types of tasks that they will face as a transactional lawyer.

For (almost) every class students will prepare a written exercise (about 2-4 pages) applying the material in the reading, these range from writing letters to clients, to lecturing the loading dock staff of a company, to researching the content of industry norms, to drafting contract clauses to deal with particular transactional realities. During the quarter students will do a mock appellate argument, a negotiation, and will draft a sales agreement.

There is no exam.

Written assignments and the final contract will count for 60% of the grade, the other 40% will be based on class preparation and participation.

Spring 2014 - Lisa Bernstein

Advanced Corporate Law: Mergers and Acquisitions

LAWS 42311 - 01 (2) +, x, m

This seminar develops and applies the student's knowledge of corporate and contracts law in the context of mergers and acquisitions. After introducing the general subject, the seminar will cover a broad range of fundamental topics (acquisition mechanics, successorship, transaction documentation, deal-specific litigation, and fiduciary duties) and then conclude with an in-depth analysis of the legal issues in a takeover battle.

The readings consist of a casebook, recent judicial opinions, scholarly commentary, and other background material.

Corporations or Business Associations I and Contracts are prerequisites.

Students who have taken the Mergers and Acquisitions course with Professor Davis may not enroll in this seminar.

Grades will be based on class participation and an 8 hour take-home final exam.

Spring 2014 - Douglas C. Barnard

Advanced Law and Economics: Theory and Practice

LAWS 55401 - 01 (3) r, w, c/1

This course examines theoretical and empirical work in the economic analysis of law. It will cover, among other things, optimal tort rules, models of contract liability and remedies, optimal criminal rules, settlement and plea bargaining, and models of judicial behavior.

Students are required to be PhD students in the Economics Department, the Harris School or the Booth School, or law students. Students should have the equivalent of an undergraduate economics degree or have taken Economic Analysis of the Law in the Law School. The course will expect students to have Economics PhD-level math skills.

Students will be required to submit 3-4 short research proposals related to topics covered in class. These proposals are sketches of original research that, once developed, could yield publishable academic papers.

Spring 2014 - Anup Malani

Advanced Legal Research

LAWS 79802 - 01 (2 to 3) s, x, m

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The seminar 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 seminar 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 seminar, 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 seminar will be limited to twenty-five students with priority to third year students.

To receive credit for this seminar, students must complete 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 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper. A 20-25 page paper will be required for the 3-credit option for this course, along with 4 research assignments. For the 2-credit option for this course, students will write a 10-15 page paper and complete 2 research assignments.

Research assignments will count towards 30% of the final grade; the research paper 60%. Class participation counts for 10%.

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 2013 - Todd Ito

Advanced Legal Research

LAWS 79802 - 01 (2 to 3) s, x, m

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The seminar 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 seminar 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 seminar, 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 seminar will be limited to twenty-five students with priority to third year students.

To receive credit for this seminar, students must complete 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 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper (minimum 20 pages for 3 credits; 10 pages for 2 credits). 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.

Winter 2014 - Sheri H. Lewis

Advanced Legal Research: Foreign and International Law

LAWS 79803 - 01 (2) c/1, s, x, m

The purpose of this seminar is to enhance students' knowledge of foreign, comparative, and international legal sources and to develop their global legal research skills. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including locating constitutions, legislation, treaties, cases, decisions of international tribunals, documents of international organizations such as the EU, UN, WIPO, and the WTO, and secondary sources. This seminar also will address a series of practice areas such as comparative corporate law (focus on cross-border practice areas), comparative constitutional law, international intellectual property, international criminal law, international trade law, international environmental law, and international human rights, focusing on the substantive resources and practical

research skills for each. It will also highlight gaps in international legal research resources and techniques for bridging them. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using international legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper.

The seminar will be limited to twenty-five students with priority given to third year students. To receive credit for this seminar, students must complete 2 research assignments (30 percent of grade), submit a 10-15 page research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). 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.

Winter 2014 - Lyonette Louis-Jacques

Advanced Legal Writing

LAWS 79901 - 01 (2) +, w, s

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. The course concludes with an eight-hour take-home examination, which determines the student's grade. Students must complete all assignments before the exam.

This course satisfies the requirements of the Writing Project writing requirement. Legal Research and Writing is a pre-requisite.

NB: The first meeting of this class will be 6:10-8:10 p.m. on Thursday, March 27. All other meetings will be on Tuesdays, 4:00-6:00 p.m. The class will not meet Tuesday, April 1.

Spring 2014 - Elizabeth Duquette

Advanced Topics in Corporate Governance Litigation

LAWS 75004 - 01 (2) x, m

The seminar will examine the practical dimensions of some of the current critical litigation issues related to corporate governance disputes. Those topics will include: the differing aspects of derivative litigation; the best use of Board Special Litigation Committees to cut off derivative claims, including litigating the thoroughness of the ultimate Committee report and independence of the members of the

Committee; the role of independent legal counsel to the Board or committees of the Board; the influence of Director and Officer Liability Insurance on corporate governance litigation; the use of appraisal proceedings in transactional settings to limit exposure to breach of fiduciary duty suits; the litigation of Material Adverse Event clauses in acquisition agreements; the litigation of fiduciary outs in acquisition agreements; the role of fairness opinions in acquisition litigation; varying state standards of fiduciary duty; the use of investment banker witnesses and expert witnesses; and the role and impact of jury research. These topics will be explored through, among other things, use of case studies such as the Pennzoil-Getty dispute and through a 30 minute film which will portray a corporate governance crisis.

Autumn 2013 - Steven B. Feirson

Advanced Topics in Moral, Political, and Legal Philosophy

LAWS 78603 - 01 (3) r, w, c/l, x, m

The topic for Winter 2014 will be "Ideology." What makes some moral, political, economic, or legal ideas "ideological," in the pejorative sense associated with the Marxian tradition? How do facts about the genesis of an ideology bear on its epistemic warrant? What is the relationship between ideology and "false consciousness"? How can an individual be mistaken about his interests? What concept of interests is needed for the theory of ideology and false consciousness? We will use some aspects of contemporary economics as a case study for the theory of ideology. Readings from some or all of Hegel, Marx, Horkheimer, Adorno, J. Elster, R. Geuss, M. Rosen, G. Becker.

Winter 2014 - Brian Leiter; Michael N. Forster

Advanced Trademarks and Unfair Competition

LAWS 69902 - 01 (2 to 3) w, x, m

This seminar addresses current issues in trademark law and their evolution since the latter half of the 19th century, such as trademark law's constitutional foundations; competing justifications of trademark rights (incentivizing manufacturers while lowering consumer search costs, fostering commercial morality, protecting property rights, vindicating speech interests, and so on); the reciprocal development of trademark doctrine and commercial practice; the interplay of trademark and First Amendment law; statutory and judicial limitations on trademark rights and those limitations' normative underpinnings; counterfeiting, contributory infringement, and the online marketplace; and the peculiar role (especially in light of other nations' practices) of federal registrations in the acquisition and maintenance of U.S. trademark rights.

Enrollment is limited to twenty-five students.

Previous or concurrent coursework or professional experience in intellectual property is recommended but not required.

A student's grade is based on class participation and either a series of thought papers for two credits, or a series of short research papers totaling at least 25 pages, or a major research paper, both for three credits.

Winter 2014 - Chad J. Doellinger; Uli Widmaier

Agency and Partnership Law

LAWS 44302 - 01 (2) x, m

Agency law, at its core, deals with vicarious liability: When is one person or entity liable or responsible for, or otherwise bound by, the acts of another. Agency principles permeate a great many areas of substantive law, including contracts, torts, commercial and consumer law, corporation law, and administrative-regulatory law. Understanding agency principles is essential in all of those other areas of the law. This seminar examines the law of agency and also the law of partnerships, as agency principles form the cornerstone of partnership law. We will also consider some commonly used variants of general partnerships, such as limited partnerships and limited liability companies.

The grade in the seminar is based on classroom participation and a written final examination.

Autumn 2013 - Robert M. Berger

American Indian Law

LAWS 80302 - 01 (3) r, w, x, m

This seminar will consider two distinct bodies of law regarding the 565 federally recognized Indian tribes in the United States. First, we will study the law governing the relation between non-tribal law and tribal law. This is the law of treaties, federal jurisdiction, and sovereignty. The flavor for this part of the seminar will be international law, although with a decidedly American approach. Second, we will study the law within several prominent tribal areas. The Navajo Nation, for instance, has a court system that is roughly parallel to the American one, but with key differences for handling crimes, contracts, torts, and so on. The flavor for this part of the seminar will be comparative law, since we will compare how different legal rules develop in distinct but related legal systems.

Spring 2014 - M. Todd Henderson

American Law and the Rhetoric of Race

LAWS 49801 - 01 (3) +, c/1

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.

Undergraduate students registering in LLSO, PLSC, HIST cross-listed offerings must request faculty consent prior to registration. Law students do NOT need consent

Grades are based on class participation and a final examination.

Spring 2014 - Dennis J. Hutchinson

American Legal History, 1607-1870

LAWS 97601 - 01 (3) c/1

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; changing understandings of the U.S. Constitution; the legal status of women and African Americans; federalism; commerce; slavery; and the Civil War and Reconstruction. The student's grade will be based on a take-home final examination and class participation.

Winter 2014 - Alison LaCroix

American Legal History: The Twentieth Century

LAWS 97603 - 01 (3) e

This course examines major legal and constitutional conflicts in twentieth century American history. Topics include law and social movements, the role of the courts, rights consciousness, the legal profession, and legal thought. Students will connect legal texts and legal struggles to broader developments in social, cultural, and political history.

Grading is based on class participation and a final examination.

Spring 2014 - Laura Weinrib

Antitrust Law

LAWS 42801 - 01 (3) x

This course provides an introduction to the law of antitrust. The course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, conscious parallelism, trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course also looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, predatory pricing, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered.

Autumn 2013 - Randal C. Picker

Antitrust Law

LAWS 42801 - 01 (3)

This course is a one-quarter survey of antitrust law. It is designed for students with diverse interests and practice plans. The course should be as valuable to the general business lawyer and the legally trained private equity investor or investment banker as it is to the litigator. There is no assumption of advanced skill or training in economics and no complex mathematical or economic tools are required.

Antitrust has been defined not by rulemaking and statutory expansion, but by judges deciding cases, one at a time, in the common law tradition, in large part because the antitrust statutes are very terse and compact (unlike statutes in other business fields such as securities regulation, banking regulation and the regulation of telecommunications). Most antitrust issues have been back and forth to the Supreme Court repeatedly. This allows students to see how succeeding generations of great judges have wrestled with the core issues in the field.

For these reasons, the great beauty of antitrust is to see it as, essentially, a common law subject, evolving and adapting over its 120-year history. We will do that by reading and studying the wonderful opinions that enliven this field.

The student's grade is based on class participation and a final three-hour take-home examination.

Spring 2014 - Andrew M. Rosenfield

Art Law

LAWS 79301 - 01 (3) x, m

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 2014 - William M. Landes; Anthony Hirschel

Banking Law

LAWS 80201 - 01 (3)

This course will consider the regulation of banks and other financial institutions in the United States. The focus will be on the current regulatory scheme, with some attention to the recent financial crisis, the history of banking regulation, and proposals for reform.

The student's grade will be based on a proctored final examination.

Winter 2014 - Eric A. Posner

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 01 (3)

This course studies the Federal Bankruptcy Code and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization.

There are no prerequisites for this course.

Winter 2014 - Anthony J. Casey

Bankruptcy

LAWS 73601 - 01 (3)

This course surveys the Federal Bankruptcy Code, including individual bankruptcy and corporate reorganization. Topics include the rights of creditors in bankruptcy, the individual's right to discharge, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, and the restructuring of corporations in Chapter 11.

Final grades will be based on a proctored, three-hour examination.

Open to MBA students.

Spring 2014 - Edward R. Morrison

Behavioral Law and Economics

LAWS 51702 - 01 (2) x, m

This seminar will explore a set of frontier issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; 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 short papers.

Spring 2014 - Jonathan Masur

Brief-writing and Appellate Advocacy Seminar

LAWS 79905 - 01 (3) w, s, x, m

This seminar will be devoted to the art of brief-writing and appellate advocacy.

Topics will include how to select the best arguments, how to choose a theme and structure the facts and the argument, and how to write the brief in a way that it is clear, concise and persuasive on the first read.

Grades will be based on two papers -- an opening brief and a reply.

Spring 2014 - Michele L. Odorizzi

Business of Law

LAWS 61602 - 01 (2) x, m

This seminar 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 short reaction papers.

Spring 2014 - Bruce W. Melton

Business Organizations

LAWS 42301 - 01 (4) x

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 2013 - Daniel R. Fischel

Business Organizations

LAWS 42301 - 01 (3)

This is an introductory course on the law of business organizations. We will focus primarily on the law of corporations and limited liability companies. The course will cover the duties of managers and directors to the business and its stakeholders. Issues of control, litigation procedure, and mergers and acquisitions will be covered.

The student's grade is based on a proctored final examination.

Winter 2014 - Anthony J. Casey

Business Planning

LAWS 62802 - 01 (2 to 3) +, x, m

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 2014 - Keith S. Crow; Keith Villmow

Business Strategy

LAWS 91524 - 01 (3)

This course applies tools from microeconomics, game theory, industrial organization, and theory of the firm to analyze decisions facing firms in a competitive environment. The specific focus is on strategic decisions where each firm's profits depend critically on the actions chosen by its competitors. Classes combine case analysis and discussions with lectures. Topics include pricing, positioning, strategic commitment, firm structure, and entry and exit.

Spring 2014 - Emir Kamenica

Buyouts

LAWS 42602 - 01 (3) w, x, m

In this seminar we will examine conflicts of interest in mergers and acquisitions, and especially in going private transactions in which publicly held companies are acquired by affiliates of private equity firms with the participation of the company's management or by controlling shareholders. Both types of transactions raise conflict of interest issues because some of the company's directors or officers, who are charged with protecting the public shareholders, may be accused of having interests adverse to those of the public shareholders.

We will examine the methods that Delaware law has provided for dealing with these conflicts of interest and whether those methods are likely to be effective. We will also look at a variety of other issues raised by going private transactions, 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 certain conflict and other issues that can arise in transactions even if they are neither management nor controlling shareholder buyouts. Finally, we will examine the role of the lawyers and financial advisors who are involved in these transactions.

Grades will be based on a paper and class participation.

Some of the topics in this course will also be covered less intensively in Mergers and Acquisitions, but that course is not a prerequisite for this course and students may take both courses.

Spring 2014 - Scott Davis

Canonical Ideas in Legal Thought

LAWS 57013 - 01 (3) +, a, m

This year-long research seminar is the equivalent of a research colloquium in a PhD program. During the Autumn quarter, students will read, discuss, and critique some of the most influential law review articles from the twentieth century, as well as newer papers that extend and apply those canonical ideas to modern legal problems. The readings will consist of a healthy mix of public law and private law, and various scholarly methodologies. During the Autumn quarter, students will write short reaction papers on the readings, and each student will once during the term facilitate the class discussion of an article, drawing on their outside research to do so. Students will also work with faculty to identify a topic for a substantial research paper. During the Winter quarter, the seminar will not meet in formal sessions, but each student will work on his or her research paper and will meet individually with the instructors to assess the paper's progress. During the Spring quarter, the seminar will reconvene, and students will workshop their drafts (i.e., each student will circulate his or her draft in advance and answer questions from students and faculty). Students are expected to produce papers of publishable quality because the seminar's ultimate goal is to prepare students for the process of entering the legal academy.

Students will receive an Autumn quarter grade based on the reaction papers, discussion facilitation, and class participation.

Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation.

Every student must enroll for the entire year; students may not drop the class after the Autumn quarter.

Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Abebe, Miles, and Strahilevitz a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 20.

Autumn 2013, Winter 2014, Spring 2014 - Lior Strahilevitz; Thomas J. Miles; Daniel Abebe

Child Exploitation and Human Trafficking

LAWS 47103 - 01 (3) w, x, m

This seminar provides a comprehensive, practical introduction to the history and present-day reality of child sexual exploitation, as well as to the interconnected web of domestic and transnational federal laws and law enforcement efforts launched in response to this global challenge. The seminar will use a text written by the professor and a colleague who have the distinctive perspective of two individuals who have spent their careers in the trenches investigating, prosecuting, and adjudicating these intricate and commonly emotional cases. The seminar will offer open debate about child sexual abuse by stripping it of its unhelpful, constricted definitions, and by candidly discussing the state of the law, the criminal justice

process, and the treatment of offenders and victims. The seminar examines today's system of federal anti-exploitation laws; the connection between modern communications technologies, such as the Internet, and the rise in U.S. and foreign child exploitation; the unique challenges posed by transnational investigations; organized crime's increasing domination over the commercial sexual exploitation of children; the current state of the U.S. government's transnational anti-trafficking efforts; the myriad international legal instruments designed to enhance transnational enforcement efforts; how, during investigations and trials, to avoid re-injuring the child-victims; the hallmarks of an effective trial strategy; the most promising investigative and trial avenues for the defense; and, what contemporary research tells us about charging and sentencing-related issues, including victimization and recidivism rates.

Taught by federal district court judge, Hon. Virginia M. Kendall.

Winter 2014 - Virginia M. Kendall

Chinese for Lawyers

LAWS 98003 - 01 (1) x, m

This seminar offers an introduction to the legal environment of the People's Republic of China (the "PRC") and basic concepts and terminology of Chinese law. Although not designed as a comprehensive survey, the seminar will cover a list of topics, the general knowledge of which may serve as good basis for the students' further studies in Chinese law. Students interested in China-related law practice/working opportunities in the Greater China region may also find the seminar useful as it aims to improve the students' language and communication skills in legal settings.

Both classroom instruction and reading material are expected to be in Chinese. English interpretation will be provided from time to time as the instructor may determine necessary during the course of instruction.

Other adjustments to course material are also possible based on the enrolled students' general proficiency in Chinese.

The instructor encourages interested students to discuss expected language proficiency in advance.

Students will be graded based on three short writing assignments in Chinese (500 Chinese characters or more).

Autumn 2013 - Xin Dai

Civil Rights Clinic: Police Accountability

LAWS 90913 - 01 (1) +, a, w, s

The Civil Rights and Police Accountability Project (PAP) is one of the nation's leading law civil rights clinics focusing on issues of criminal justice. Through the lens of live-client work, students examine how and where litigation fits into broader efforts to improve police accountability and ultimately the criminal justice system.

Students provide legal services to indigent victims of police abuse in federal and state courts. They litigate civil rights cases at each level of the court system from trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters.

Students take primary responsibility for all aspects of the litigation, including client counseling, fact investigation, case strategy, witness interviews, legal research, pleadings and legal memoranda, discovery, depositions, motion practice, evidentiary hearings, trials, and appeals. A significant amount of legal writing is expected. Students work in teams on cases or projects, and meet with the instructor on at minimum a weekly basis.

Students also take primary responsibility for the Clinic's policy and public education work. PAP teaches students to apply and critically examine legal theory in the context of representation of people in need. It teaches students to analyze how and why individual cases of abuse occur and to connect them to systemic problems, often leading to "public impact" litigation and other strategies for policy reform. Through our immersion in live client work, we engage fundamental issues of race, class, and gender, and their intersection with legal institutions. We instruct students in legal ethics and advocacy skills. And we seek to instill in them a public service ethos, as they begin their legal careers.

Students are required to complete, prior to their third year, Evidence, Criminal Procedure I, and the Intensive Trial Practice Workshop. Constitutional Law III is also recommended.

Autumn 2013, Winter 2014, Spring 2014 - Craig B. Futterman

Class Action Controversies

LAWS 93602 - 01 (2 to 3) w, x, m

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 2014 - Michael T. Brody

Closing A Deal: The Structuring and Documentation of a Secured Loan Transaction

LAWS 71403 - 01 (2) s, x, m

This seminar will cover the structuring, documentation and closing of a secured loan transaction from the perspective of the secured lender. As counsel for the secured lender we will first consider the best structure for the proposed loans and

how both the organization and working capital needs of the borrowers and the underwriting and regulatory constraints of the secured lender influence this structure. We will next assess commitment documentation and syndication. The majority of our time will then be spent analyzing transaction documentation, progressing from the organization of the closing checklist to the negotiation of the credit agreement and finally to the perfection of liens. In this seminar we will discuss not only why transactions and documentation are structured the way they are and the meanings of standard credit document provisions, but also the practical implications for any commercial finance associate living through the transaction.
Autumn 2013 - Erin M. Casey

Collective Bargaining in Sports and Entertainment

LAWS 63903 - 01 (2 to 3) x, m

This seminar examines collective bargaining in the contexts of professional sports and entertainment. The Sherman Act and Clayton Act are studied in light of antitrust exemptions that apply to monopolistic employment arrangements such as the reserve system (its opposite is called free agency), the draft and exclusive rights for a player, eligibility restrictions for star amateurs, and other anticompetitive practices in music, theater, movie, TV, and sports settings. The seminar explores how unions have evolved as potent employee responses to highly restrictive employment practices. Readings examine powerful weapons under the National Labor Relations Act that unions may use to counteract employer cartels in theater, movies, baseball, football, basketball, hockey, and related industries. These weapons include full and partial and intermittent strikes, as well as strike threats. The seminar examines how these bargaining tactics enable rank-and-file employees, and star performers, to share in the wealth that they generate in combination with capital investments made by employers.

The seminar emphasizes writing. Students are assigned weekly question sets, and are expected to submit a seminar paper based on the accumulation of these exercises.

Weekly reading and submission of a short response paper before each class. There is one arbitration case, presented near the end of the course, that requires some time to prepare outside of class with a team of classmates (estimated group prep time is 3-6 hours, and can be handled in various online group-project formats-- or, with in-person meetings). During the arbitration phase, there is no weekly reading or pre-submit assignment.

Students wishing to take the class for three credits must complete an additional short research paper (10-12 pages).

Autumn 2013 - Michael H. LeRoy

Commercial Real Estate Finance

LAWS 44002 - 01 (2) x, m

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 2014 - James B. Rosenbloom

Commercial Transactions - Negotiation, Drafting, and Analysis

LAWS 48604 - 01 (3) s, x, u

This simulation class provides intensive instruction in the negotiation, drafting, and analysis of complex commercial contracts. Students will develop the skills necessary to (i) translate a business deal into clear and concise contract terms, (ii) negotiate and draft various types of commercial contracts across multiple industries, and (iii) effectively and efficiently communicate complex commercial and contractual legal issues to clients.

Grades will be based upon substantial weekly written exercises and productive class participation.

This class will provide the student with opportunities to analyze and draft significant provisions across a range of different contracts (nondisclosure and confidentiality agreements, employment agreements, services agreement, and agreements for the sale of goods); and to participate in a simulated contract negotiation for the acquisition of an interest in a closely held limited liability company.

The simulation will require not only in-class participation, but also negotiation sessions to be scheduled by teams of students (and possible team meetings) between class sessions.

Students will develop the skills necessary to (i) translate a business deal into clear and concise contract terms, (ii) negotiate and draft various types of commercial contracts across multiple industries, and (iii) effectively and efficiently communicate complex commercial and contractual legal issues to clients.

Spring 2014 - Seth McNary

Comparative Constitutional Design Seminar

LAWS 50103 - 01 (3) r, w, x, m

In this seminar, we will explore the considerations and challenges in designing a constitution. The first part of this seminar draws on leading legal, economic and political theories to explore the origins of constitutions: why do countries adopt written constitutions? And what explains their constitutional choices? The second part of the seminar explores different substantive constitutional design topics, or

the different ways in which constitutions deal with rights, checks and balances, and the protection of ethnic minorities. The last part of the seminar addresses potential implications of constitutional design choices. We draw on interdisciplinary research to explore an important puzzle in constitutional design: why do governments comply with their constitutional commitments? And to what extent can smart constitutional design aid compliance?

Every student has to select one country and become an expert on this country's constitution over the course of the quarter. In the class discussions, students will have to apply various constitutional design theories to their country of expertise, and bring insights from this country into the discussion.

Autumn 2013 - Mila Versteeg

Comparative Legal Institutions

LAWS 50101 - 01 (3) r, w

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, especially for economic development. 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. There is a paper option.

Winter 2014 - Thomas Ginsburg

Complex Financial Institutions -- too big to fail?; too big to manage? / Lessons from the Financial Crisis and Current Regulatory Debate

LAWS 94813 - 01 (3) x, m

This seminar will examine how the financial crisis ignited the debate about whether large, complex global financial institutions are "too big to fail" and "too big to manage"; how current and proposed regulations in the US and EU have sought to address these issues; why has a global standard approach not emerged?; and what are the implications for the economy and capital formation from having the different approaches.

Spring 2014 - Barry L. Zubrow

Complex Litigation

LAWS 52412 - 01 (2) s, x, m

An advanced civil procedure class, this seminar 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 2014 - Brian Murray

Computer Crime

LAWS 68402 - 01 (2 to 3) w, x, m

This seminar will explore the legal issues involved in the investigation and prosecution of computer crime. We will examine how computers and network technologies are challenging settled legal understandings of the Fourth Amendment, the First Amendment, and the laws of electronic surveillance. The first part of the seminar will address the prosecution of substantive computer crime, which falls into two general categories: computer misuse offenses and traditional crimes facilitated by computers. The second part of the seminar will cover computer crime procedure. We will evaluate the statutory and constitutional regimes that govern the investigation of computer crime, including the Electronic Communications Privacy Act, the Wiretap Act, and the Foreign Intelligence Surveillance Act.

Our primary source will be a casebook: ORIN KERR, *COMPUTER CRIME LAW* (3rd ed. 2012). In addition to the casebook, I will be providing supplemental materials as listed in the syllabus.

Students are required to participate in class sessions, prepare discussion papers, and write a paper on an approved topic.

Students may opt to write a major research paper for three credits.

Winter 2014 - William Ridgway

Conflicts of Law

LAWS 41501 - 01 (3)

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.
Autumn 2013 - Daniel Abebe

Constitutional Decisionmaking

LAWS 50202 - 01 (3) +, r, w, s, m

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.

Students will complete a major research paper.

Spring 2014 - Geoffrey R. Stone

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3) x

This course provides an introduction to federal constitutional law and constitutional theory. Topics to be covered include the function of judicial review; the role of the states and the federal government in the federal structure; and the allocation of powers among the legislative, executive, and judicial branches.

Autumn 2013 - Alison LaCroix

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3)

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.

Spring 2014 - Aziz Huq

Constitutional Law II: Freedom of Speech

LAWS 40201 - 01 (3) +, x

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 2013 - Laura Weinrib

Constitutional Law II: Freedom of Speech

LAWS 40201 - 01 (3) +

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, protest in public places, regulation of campaign finance, and selective government subsidies of speech.

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 2014 - David A. Strauss

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301 - 01 (3) x

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.

Autumn 2013 - Nicholas Stephanopoulos

Constitutional Law III

LAWS 40301 - 01 (3)

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.

Spring 2014 - Geoffrey R. Stone

Constitutional Law V: Freedom of Religion

LAWS 40501 - 01 (3) +, r, w

This course explores religious freedom in America, especially under the first amendment.

It is recommended that students first take Constitutional Law I.

Students who have completed Constitutional Law IV are ineligible to enroll in this course.

The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account.

Paper writers require permission of the instructor.

Winter 2014 - Mary Anne Case

Construction Law

LAWS 44032 - 01 (3) +, w

Construction contracts are among the more complex types of legal arrangements, involving multiple actors (governments/regulatory agencies, developers/owners, contractors, subcontractors, equipment suppliers, sureties, insurers and financing parties) and multiple areas of the law (contracts; procurement; torts; insurance; environmental concerns; dispute resolution). The course will provide an introduction to the legal aspects of the construction process, including the relationships between and the risk allocations among the members of the construction team, as well as the resolution of disputes which arise out of the design and construction of heavy industrial and commercial projects. The standard US and international forms of contracts (AIA, FIDIC) will be reviewed and discussed.

Autumn 2013 - Thomas J. Vega-Byrnes

Consumer Law

LAWS 57502 - 01 (3) +

This course examines the legal framework for consumer protection law in the United States. It explores the federal and states' consumer protection legislation as well doctrines of common law that limit unfair and deceptive contract practices. The course will pay special attention to consumer financial and mortgage protection and consumer protection on the Internet.

Contracts is a pre-requisite.

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

Autumn 2013 - Omri Ben-Shahar

Contract Drafting and Review

LAWS 79912 - 01 (2) s, x, m

This seminar will serve as an introduction to contracting 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 seminar will address not only legal drafting issues, but also how to understand a client's practical business needs 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 weekly drafting exercises, and a final take-home assignment.

Autumn 2013 - Joan E. Neal

Contract Law for LLM Students

LAWS 48605 - 01 (3)

This course in contracts is designed for LLM students in lieu of attending a regular 1L course. It will cover both common law and statutory law and focus on both case analysis and application to real world problems. In lieu of an exam students will turn in short assignments each class. The class will culminate in the negotiation and drafting of a commercial agreement. The class assumes no knowledge of contract law in the US, but that the student has taken a contracts class in another jurisdiction (a general civil law class meets this requirement). Bring your practice experience with you, we can learn from one another!

Winter 2014 - Lisa Bernstein

Contract Negotiation - Outsourcing

LAWS 79913 - 01 (3) s, x, u

This class 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(s) 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 teams between class meetings. The simulation may begin with a Request for Proposal ("RFP") and/or term sheet, and continue through the drafting and completion of an 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.

Negotiation and drafting of final agreement to memorialize negotiations, plus preparation of a signing memorandum.

Substantial group work outside of class is required.

Winter 2014 - Joan E. Neal; David J. Zarfes

Contracts and Commercial Transactions

LAWS 91553 - 01 (2 to 3) s, x

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). In addition to looking at contracts through the eyes of parties and practitioners, the course will pay considerable attention to how courts have treated various contractual provisions, exploring areas of substantive law – including, and in addition to, contract law – to the extent relevant. Readings will include comments from leading practicing attorneys (from law firms such as Sidley, Kirkland, and Cravath, and from legal departments at companies such as Microsoft, Accenture, and JPMorgan).

The student's grade will be based on in-class participation as well as a mid-term exercise and a take-home final exam. The mid-term exercise will involve substantial time spent outside of class negotiating and drafting an agreement and writing a memorandum analyzing this agreement. The take-home final exam will require the student to apply the tools and concepts developed by reviewing and working with contracts throughout this course to an agreement not presented in class or the materials. The course will require substantial out of class work and class participation will count toward the grade. Students will be negotiating and drafting contracts outside of class. This course is highly recommended for those students interested in taking other transactional offerings at the Law School, including (but, of course, not limited to) the Corporate Lab: Transactional Clinic.

A 2-credit option is available with permission from the instructor.

Autumn 2013 - David J. Zarfes

Copyright

LAWS 45801 - 01 (3)

This course explores the major areas of copyright law, with special emphasis on how modern technology might challenge traditional copyright principles. Topics include copyright duration, subject matter, and ownership; the rights and limitations of copyright holders, including the fair use doctrine; remedies for copyright infringement; and federal preemption of state law.

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

Winter 2014 - Randal C. Picker

Corporate and Entrepreneurial Finance

LAWS 42603 - 01 (3) x

This course uses the case method to study the practical aspects of important topics in corporate and entrepreneurial finance. We will apply the concepts and techniques of corporate finance to actual situations. The course is roughly divided into three sections: (1) financing decisions; (2) investment decisions; (3) entrepreneurial finance; and (4) private equity finance.

In addition to analyzing the specific financing problems or issues, we will consider how those issues relate to the strategic objectives of the firm. It will be important to examine the "big picture" assumptions that are used in the numerical calculations. This course also places a strong emphasis on presentation and discussion skills. It will be important to explain your positions or arguments to each other and to try to argue for the implementation of your recommendations.

COURSE PROCEDURES

For each class meeting, I will assign study questions concerning one or two case studies. For most of the class period, we will consider the questions and the material in the cases. This includes the first meeting. You are allowed and encouraged, but not required to meet in groups outside of class to discuss and analyze the cases.

Each group will submit a two-page memorandum of analysis and recommendations at the beginning of each case discussion. If you are working in a group, I will accept one memorandum from the group and count it for all students in the group. If you choose to do this, the group can include up to 3 students. Each memorandum should be typed and double-spaced. Write these as if you were writing a recommendation to the CEO or major decision maker in the case. The two page limit is for text only. You may attach as many numerical calculations as you wish. Memoranda will not be accepted after the class has met. A memorandum will be given credit if it is handed in and no credit if it is not. Initially, therefore, I will not grade them. However, I will use the memoranda to determine final grades for those students who are on the border of two grades.

You should prepare a memorandum for UST, the first class.

The readings and articles that I have assigned and will hand out are largely non-technical in nature and summarize the findings of academic research in corporate

finance in the recent past. These articles are meant to be background material that will help you analyze the cases. They should not necessarily be cited in the case discussion. You should argue as if you were in a corporate boardroom rather than in a doctoral seminar. The process of arriving at the answer is as important as getting the answer.

Because of the nature of this course (and its grading criteria), it is extremely important that you attend every class, arrive on time and be prepared to participate. To help me out, you should bring your name cards to each class. I may not remember who said what without those cards.

In the past, students have asked me to hand out my case analysis after the class has discussed the case. I will not do this, because there are usually no absolute right answers. The best cases are deliberately written to be ambiguous. While there are no right answers, there are good arguments and bad arguments. This course is designed to help you learn to distinguish between sensible and senseless arguments. Handing out my analyses would reduce the ambiguity in the cases and partially defeat the purpose of doing cases. If you are uncomfortable with ambiguity, this class may not be for you.

Grading will be based on class participation, the short memoranda and a final examination.

Class participation will count for 40% of the final grade. I will judge your performance based both on the quality and the quantity of your comments. Because so much of the learning in this course occurs in the classroom, it is very important that you attend every class.

The memoranda will count for 10% of the final grade.

The final examination will count for 50% of the final grade. The final examination will be an individual take home case analysis. You will have approximately one week to work on the case.

Spring 2014 - Steven N. Kaplan

Corporate Criminal Prosecutions and Investigations

LAWS 66702 - 01 (3) w, x, m

The criminal investigation and prosecution of large-scale corporate fraud is the hottest area of focus for prosecutors and the criminal defense bar. This seminar is designed for students interested in learning about the various 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 seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel.

This is a three-credit class.

The student's grade will be based on a major paper and class participation.

Papers will be due two weeks after final exams for the Winter quarter.

Winter 2014 - Andrew S. Boutros

Corporate Finance

LAWS 42501 - 01 (3)

This course provides an overview of the application to law of the basic principles of corporate finance and financial economics. Topics include the concept of discounting and present value, portfolio theory and diversification, the theory of efficient capital markets and its applications in securities litigation, corporate capital structure and bond covenants, and the analysis of options and other derivative instruments.

The principles and concepts of corporate finance are essential to understanding modern corporate transactions. Increasingly, lawyers must understand these principles in order to structure transactions in ways that achieve particular business objectives. The concepts in this class are also of great value to lawyers outside the corporate area: financial principles can be fruitfully applied to a wide variety of legal questions, ranging from estate planning to the calculation of tort awards.

This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field (rather than those with an MBA or with an undergraduate finance major). It does not use any mathematics beyond basic arithmetic and some simple algebra.

Spring 2014 - Dhammika Dharmapala

Corporate Governance

LAWS 75001 - 01 (2 to 3) +, w, x, m

Through the production of goods and services, innovation, employment and occasional misbehavior, publicly-held corporations in the U.S. exert an enormous impact on the lives of individuals and the economy in general. How (and how well) corporations are governed greatly influences what that impact will be. Since the early 1990s, there has been a significant increase in the attention given to corporate governance by investors, lawyers, academicians, politicians and the press. This seminar will provide students with a deep understanding of applicable legal, regulatory and market influences on corporate governance, an appreciation for the historical development of the current system of governance and insights into current "hot" issues and the continuing evolution of governance. We will discuss critical issues such as for whose benefit is a corporation to be governed and what is the proper balance of decision-making authority between owners and managers. There will be a heavy emphasis on the role of counsel to the enterprise as a whole and on the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams.

Corporations and securities law courses provide highly desirable background, but are not prerequisites.

Grades will be based upon: a final take-home exam (2 credits), or a final take-home exam plus a 10-12 page research paper (3 credits), or a full-length paper (3 credits). In all instances, class participation will also be taken into account.

Enrollment will be limited to 25 students; MBA students from Booth will be welcome.

Spring 2014 - Thomas A. Cole

Corporate Governance in China

LAWS 80804 - 01 (3) w, x, m

China leads the world in economic growth but trails significantly in corporate governance. The government is upgrading the legal and regulatory framework but progress has been slow – and transparency and compliance still vary widely across state-owned, publicly-listed, and private firms. Ethics and social customs, which are central to reform, are even more problematic than structure and proving difficult to change. As Chinese stock prices continue to fall, capital market confidence is disappearing, and global investors are demanding reform. Given the SEC's recent demand to see the work papers of American audit firms in order to protect American shareholders – and China's continuing need to access to foreign capital markets – Chinese corporate governance is evoking questions of sovereignty and moving to the center stage of U.S.-China relations.

This seminar will compare corporate governance in China to Western practice, examine recent high-profile governance failures, and assess reform initiatives. The seminar will be highly interactive. For example, one unique portion will involve simulation of a major crisis scenario, in which students will role-play executives, directors, and regulators.

Grading will be determined by class participation and by performance across three short papers. The first paper will involve a comparison of Chinese and Western corporate governance methods; the second will focus on a recent case and provide analysis and commentary; and the third will require generation of a hypothetical governance crisis, the best of which will be considered for inclusion in a monograph containing future scenarios to be published in 2014.

Autumn 2013 - Tom J. Manning

Corporate Lab Clinic

LAWS 91562 - 01 (3) +, a, s, x

This transactional clinic provides students with a forum for working closely with legal and business teams at multinational participant companies. The primary goal of the Corporate Lab is for students to learn practical legal skills, both (a) substantively, in terms of the corporate “building blocks” necessary to understand complex transactions and (b) professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of

careers as lawyers and business leaders. This class mirrors a real world work experience: students will receive hands-on substantive and client-development experience and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. As a result, this class is likely to involve a significant commitment (with a substantial amount of work to be completed outside of class). Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. This offering will not count toward seminar restrictions. Please note that (i) students who register are expected to remain in the course for three consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, and (iii) LL.M. students may register by instructor permission only. Students will also be required to sign nondisclosure agreements with participating companies. While certainly not a prerequisite, "Contracts and Commercial Transactions" (offered Autumn Quarter) is strongly recommended to all students prior to, or concurrent with, taking this class. Clients in this section are expected to include some or all of the following: Amazon, Baxter Healthcare, the Booth School of Business New Venture Challenge (Spring Quarter), GE Capital, Microsoft, Nike, and Verizon Communications. Autumn 2013, Winter 2014, Spring 2014 - David J. Zarfes; Sean Z. Kramer; Naveen Thomas; Ellis A. Regenbogen

Corporate Lab Clinic

LAWS 91562 - 02 (3) +, a, s, x

This transactional clinic provides students with a forum for working closely with legal and business teams at multinational participant companies. The primary goal of the Corporate Lab is for students to learn practical legal skills, both (a) substantively, in terms of the corporate "building blocks" necessary to understand complex transactions and (b) professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors a real world work experience: students will receive hands-on substantive and client-development experience, and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. As a result, this class is likely to involve a significant commitment (with a substantial amount of work to be completed outside of class). Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. This offering will not count toward seminar restrictions. Please note that (i) students who register are expected to remain in the clinic for three consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, and (iii) LL.M. students may register by instructor permission only. Students will also be required to sign nondisclosure agreements with participating companies. While certainly not a prerequisite,

“Contracts and Commercial Transactions” (offered Autumn Quarter) is strongly recommended to all students prior to, or concurrent with, taking this class. Clients in this section are expected to include some or all of the following: Accenture, Allstate, General Mills, Honeywell, IBM, Innova, and Northern Trust. Students will also have the opportunity to work with the ABA Corporate Social Responsibility Committee in the publishing of a quarterly newsletter. Autumn 2013, Winter 2014, Spring 2014 - David J. Zarfes; Sean Z. Kramer; Naveen Thomas; Ellis A. Regenbogen

Corporate Lab Clinic

LAWS 91562 - 03 (3) +, a, s, x

This transactional clinic provides students with a forum for working closely with legal and business teams at multinational participant companies. The primary goal of the Corporate Lab is for students to learn practical legal skills, both (a) substantively, in terms of the corporate “building blocks” necessary to understand complex transactions and (b) professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors a real world work experience: students will receive hands-on substantive and client-development experience, and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. As a result, this class is likely to involve a significant commitment (with a substantial amount of work to be completed outside of class). Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. This offering will not count toward seminar restrictions. Please note that (i) students who register are expected to remain in the clinic for three consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, and (iii) LL.M. students may register by instructor permission only. Students will also be required to sign nondisclosure agreements with participating companies. While certainly not a prerequisite, “Contracts and Commercial Transactions” (offered Autumn Quarter) is strongly recommended to all students prior to, or concurrent with, taking this class. Clients in this section are expected to include some or all of the following: CDW, Integrys Energy, Italian Trade Commission, JPMorgan Chase, Lincoln Center, McDonald's, Schreiber Foods, Schneider National, and Sony Electronics. Autumn 2013, Winter 2014, Spring 2014 - David J. Zarfes; Sean Z. Kramer; Naveen Thomas; Ellis A. Regenbogen

Corporate Reorganizations Under Chapter 11

LAWS 43702 - 01 (3) w, x, m

This seminar will explore a variety of issues that arise in corporate reorganizations. The focus will be on exploring the intersection between the Bankruptcy Code and its underlying policies and the practical reality of managing the company's

business in Chapter 11. Readings will consist of case hypotheticals; case law; articles (both academic and “practice oriented”); and pleadings, briefs and orders from “real world” Chapter 11 cases.

The grade is based on class participation and a major paper, which may satisfy the writing project (WP) requirement. A previous class in bankruptcy is recommended but not required. Douglas Baird's *Elements of Bankruptcy* is recommended (especially for those with no previous bankruptcy experience) but not required. The instructor is Judge Christopher Sontchi of the United States Bankruptcy Court for the District of Delaware. Judge Sontchi is a graduate of the University of Chicago Law School. Prior to his appointment to the bench, Judge Sontchi was in private practice concentrating on corporate reorganizations under Chapter 11.
Spring 2014 - Christopher S. Sontchi

Counterintelligence and Covert Action - Legal and Policy Issues

LAWS 70706 - 01 (3) w, x, m

This seminar will focus on the legal framework for counterintelligence and other instruments of national power that seek to neutralize and/or exploit our adversaries' intelligence activities against US national security interests. Such adversaries may include foreign intelligence services, terrorists, foreign criminal enterprises, cyber intruders, or some combination thereof. The seminar will consider both legal and policy issues raised in efforts to prevent adversarial espionage action -- overt, covert, or clandestine -- targeting US military, diplomatic, and economic interests at home and abroad. The seminar will also explore the role and overlap of covert action, roughly defined as action intended to influence events in another nation or territory without revealing the involvement of the sponsor. Care will be taken to consider less frequently discussed implications for domestic and international economies and markets, as well as the extent to which economic and market considerations motivate policy making or legal decisions. The seminar will include short case studies from the Cold War and post-Cold War eras in the US, Latin America, the Middle East, and the former USSR.

The seminar is designed to minimize overlap with the material covered in *The Law of Counterterrorism* (LAWS 70704) and *National Security Issues* (LAWS 70703) by primarily focusing attention on state actors rather than nonstate actors.

Grades will be based upon a final paper, occasional short response papers, and reasonable class participation.

Spring 2014 - Stephen J. Cowen

Criminal and Juvenile Justice Project Clinic

LAWS 67213 - 01 (1) +, a, s

The Juvenile and Criminal Justice Clinic provides legal representation to poor children and young adults accused of delinquency and crime. The Clinic is a national leader in expanding the concept of legal representation to include the social, psychological and educational needs of clients. Students will examine the

juvenile and criminal justice systems' relationships to the poor and marginalized through litigation, legislative advocacy, and public education, including the development of policies for crime and violence prevention and system reform. Student work includes legal research and drafting motions, briefs, memoranda, and pleadings in state, appellate and federal courts as required. Students will interview clients and witnesses; conduct fact investigations; and develop effective pre- and post-trial strategies, including alternatives to incarceration. Trial work may include licensed students appearing in court to argue contested motions, negotiate with opposing counsel, and generally second-chair trials. In misdemeanor cases, students may first-chair trials. Licensed students may also present oral argument before appellate and federal courts. All students will participate in community, professional and bar association activities. Students work in teams to foster collaboration and ensure continuity in representation. The Clinic social worker and social work students are involved in many of the cases and activities. All students are encouraged to work creatively, and across disciplines. Participation includes weekly case meetings and obviously court appearances. Students wishing to enroll are encouraged to take Evidence in their second year. Other recommended courses: Criminal Procedure, Juvenile Justice, and Intensive Trial Practice Workshop or Trial Advocacy. Students may continue in the clinic throughout their 2 and 3L years: academic credit varies and will be awarded according to the Law School's general criteria for clinical courses and by the approval of the clinical faculty. Autumn 2013, Winter 2014, Spring 2014 - Herschella G. Conyers; Randolph N. Stone

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3) x

The course focuses on the constitutional law regulating searches, seizures, and confessions. It considers both physical searches and seizures and also searches and seizures of data.

Grades are based on a final examination and class participation.

Autumn 2013 - Aziz Huq

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3) e, x

The course focuses on the constitutional law that governs searches, seizures, and confessions. The course considers in detail the evolution of the exclusionary rule and the development and administration of the probable cause and warrant requirements. It also examines stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions.

The student's grade is based on class participation a final in-class examination.

Spring 2014 - Richard A. Epstein

Criminal Procedure III: Further Issues In Criminal Adjudication

LAWS 49701 - 01 (3) +

We will cover a variety of criminal procedure topics not addressed elsewhere including: double jeopardy and criminal collateral estoppel, appellate review standards, and joinder. We will also cover in depth post-conviction review and federal habeas corpus proceedings, which is especially beneficial to those students with or interested in judicial clerkships.

The student's grade is based on a final in-class examination.

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

Autumn 2013 - Adam K. Mortara

Cross-Border Transactions: Lending

LAWS 71406 - 01 (3) x, m

The worlds of corporate finance and secured transactions law reform interact to make cross-border lending a dynamic and rapidly evolving area of law. Due to the rapid globalization of U.S. business, U.S. banks are increasingly being asked to finance the international business activities of U.S. middle-market companies, often in countries that have laws incompatible with U.S. secured transactions law. At the same time, the United Nations Commission on International Trade Law (UNCITRAL), the World Bank and other international organizations are actively encouraging developing countries, where access to capital is scarce, to modernize their secured transactions laws to promote the availability of low-cost secured credit for small and medium-sized enterprises as a way of creating jobs, raising standards of living and contributing to a country's overall economic growth and political stability.

This seminar explores both worlds. Students will examine the broad array of legal and practical issues encountered by U.S. lenders as they make loans to foreign companies, obtain security interests in foreign collateral and finance foreign corporate acquisitions. They will also study recent initiatives in secured transactions law reform, and consider how they are exerting a profound influence on cross-border corporate finance in developed as well as developing countries.

There are no prerequisites.

Grades will be based on a team project involving interaction with lawyers in other countries, a number of short papers and a take-home exam.

Richard Kohn, a founder of the Chicago law firm Goldberg Kohn Ltd., specializes in representing banks in cross-border lending transactions and has been active for over a decade as a member of the Expert Group in the development of various UNCITRAL instruments. Because cross-border lending touches upon many areas of law, the seminar provides a useful introduction to international commercial transactions in general.

Winter 2014 - Richard M. Kohn

Cross-Border Transactions: Securities, M&A, and Joint Ventures

LAWS 71408 - 01 (3) w, x, m

In this seminar we will examine M&A, securities and financing transactions from a comparative perspective looking at how cross-border transactions vary from purely domestic transactions. We will also look at joint ventures and related concerns for bribery and the Foreign Corrupt Practices Act. The class will focus on recent transactions such as Instagram/Facebook (domestic); Skype/Microsoft (US/Luxembourg), the D.E. Masterblenders spin-off from Sara Lee and subsequent IPO (US/Netherlands), and various multijurisdictional transactions. We will also look at cultural negotiations including cultural faux pas and peculiarities common across borders.

Autumn 2013 - Tarek Sultani

Current Controversies in Corporate and Securities Law

LAWS 52202 - 01 (3) w, x, m

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 seminar 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 2014 - Richard Shepro

Current Issues in Criminal and National Security Law

LAWS 70708 - 01 (3) +, w, x, m

This seminar covers a series of current issues in criminal and national security law, often comparing and contrasting the two approaches, with a particular focus on challenges arising from acts of terrorism and other national security prosecutions (including a focus on substantive terrorism offenses, espionage offenses as well as the leaking of classified information), a discussion of criminal and intelligence investigative tools (comparing Title III electronic surveillance with Foreign Intelligence Act surveillance), application of constitutional principles to terrorism investigations and prosecutions (particularly the First, Fourth, Fifth and Sixth Amendments and the application of Miranda, Quarles and Corley decisions), the President's war powers and congressional oversight (including discussions of drone strikes, law of war detention, and Presidential and Congressional authority to use military force), and in other select areas, including the Classified Information Procedures Act, as well as cyber security and data privacy.

Each class will focus on a different topic, with advance reading assigned around

each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper or legal brief (20-25 pages) on a select issue in criminal and national security law.

Guest speakers will help facilitate discussion on certain topics.

Winter 2014 - Patrick J. Fitzgerald; Michael Y. Scudder

Current Topics in Criminal Law & Procedure

LAWS 60703 - 01 (1) a, w, x, m

This year-long seminar will focus on recent books addressing topics in criminal law and criminal procedure. The books selected will primarily be authored by law professors, but we may also read books written by prosecutors, defense lawyers, social scientists, philosophers, or journalists. Topics will include some but not all of the following: punishment theory, the police, searches and electronic surveillance, interrogation, plea bargaining, wrongful convictions, victim's rights, drug crimes, sexual assault, theft crimes, race inequality, prisons, or the death penalty.

We will meet roughly three times per quarter, discussing one book per meeting. Grades will be based on class participation and a short research paper on each book.

Autumn 2013, Winter 2014, Spring 2014 - Richard H. McAdams

Developing Law Practice Skills through the Study of National Security Issues

LAWS 70703 - 01 (3) +, s, x, m

My purpose is to help students improve the skills required for successful law practice (regardless of setting) through the analysis and oral and written presentation of current national security issues (such as Presidential power, indefinite incarceration, assassination, electronic surveillance and cyberwarfare). Students will form teams of 2-4 persons.

Each team will present its analysis of a topic to the class, which will be expected to participate on an informed basis.

Substantial out of classroom work is required. Each student team will prepare a 2 hour presentation/discussion of its selected topic, and prepare to help lead the class discussion. Each team will also jointly prepare a short research paper (10-12 pp.) summarizing its analysis of the selected topic.

Prerequisite: Constitutional Law or equivalent.

Spring 2014 - Robert A. Helman

Development of Legal Institutions

LAWS 54904 - 01 (3) e

History of the development of the basic institutions of the Common Law.

Spring 2014 - Richard H. Helmholz

Developments in Fourth and Fifth Amendment Jurisprudence: Effects of Emerging Technologies

LAWS 68303 - 01 (2) x, m

This seminar focuses on the evolution of Fourth and Fifth Amendment jurisprudence in response to a world of rapidly changing technologies. Topics covered include changes in expectations of privacy effected by changes in technology, searching and monitoring of email, use of geolocation information, GPS tracking, collection of historical and prospective cell-site location information and records and real-time cell phone tracking, the act-of-production doctrine and compelled production of computer passwords, and routine collection of DNA from arrestees. The seminar also considers related policy considerations and how these considerations are addressed by statutes, such as the Stored Communications Act, and by proposed legislation.

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

Winter 2014 - Michael D. Sher

Divorce Practice and Procedure

LAWS 93202 - 01 (3) +, w, s, x, u

This class provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. The class will familiarize you with the complexities that arise when a family is divided and the parties are dissolving their marriage. Topics are covered in the sequence of an evolving case from the perspective of a practicing lawyer and include determination of jurisdiction, interstate and international parental kidnapping, domestic violence and property injunctions, 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 division of assets and liabilities, the valuation issues when dividing certain types of property, premarital agreements, common ethical issues, federal tax aspects of marital dissolution, effects of bankruptcy and civil unions/same-sex marriage.

Significant reading, writing and preparation for in-class discussions is required.

Forty percent of the student's grade is based on class participation, and sixty percent on the drafting of legal memoranda.

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

Completion of a basic Family Law class is recommended but not required.

Autumn 2013 - Donald Schiller; Erika N. Chen-Walsh

Drafting Contacts: The Problem of Ambiguity

LAWS 79910 - 01 (2) s, x, m

This seminar is unique. It is a very interesting, very intellectual, and very practical learning experience. The main features are: 1. Students will learn some extremely useful tools for analyzing and drafting contracts. They will acquire them by an

inductive process of reviewing many examples of ambiguity from case law, eminent legal scholars, and the lecturer's practice. They will learn to identify and eliminate ambiguity in drafting contracts. These tools are the creation of the lecturer and will give students unique practical skills that no other American law students (except the lecturer's prior students) have. 2. The course materials come from the in-house seminars for the firm's China Practice lawyers that the lecturer conducted for many years as a partner at Baker & McKenzie and that established the profession's best practices for China-related contracts. 3. The historical examples of ambiguity in the seminar are of human, as well as intellectual, interest. They show that ambiguity can lead to the hanging of an individual for piracy or treason, a damages award of more than U.S. \$10 billion, and even a change in the course of World War II. 4. The seminar facilitates student learning. At the beginning of each class, an audience response system (called "clickers") provides students immediate, comparative, and anonymous feedback on their understanding of the reading assignment. The seminar also allows each student to see what he or she has learned in the seminar by comparing his or her analysis of a specific contract for the first class and for the last class. This contract analysis, like the final exam, gives each student the experience of a practicing lawyer reviewing a contract.

Grades will be based on a proctored final exam.

Winter 2014 - Preston M. Torbert

Early Stage Ventures: The Legal Challenges for Lawyers and Entrepreneurs

LAWS 61611 - 01 (2) x, m

The 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 2014 - Michael J. Kennedy

East Asian Law and Society

LAWS 80901 - 01 (3) r, w

This course will cover the East Asian legal tradition, primarily but not exclusively focusing on China and Japan. East Asia is well-known for its remarkable economic development in recent decades, but has also been the home of a long tradition of thinking about law in a way that differs from the assumptions of Western liberal democracy. The course begins by exploring this tradition, and then traces the history of legal institutions in the region, focusing on the encounter with Western legal systems beginning in the 19th century. We will then analyze the major

institutions of criminal, civil and administrative law in postwar East Asia and their recent transformations. The focus of this course is not on particular areas of doctrine, but on the ideas and institutions that make East Asia distinctive. Grading will be on the basis of a take-home exam or research paper, at the students' discretion.

Autumn 2013 - Thomas Ginsburg

Economic Analysis of The Law

LAWS 73201 - 01 (3) c/1

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 2013 - Anup Malani

Election Law

LAWS 95903 - 01 (3) r, w

This course examines the law, both constitutional and statutory, that governs the American electoral system. Topics covered include the right to vote, reapportionment and redistricting, minority representation, the regulation of political parties, and campaign finance. The course draws heavily from both legal and political science scholarship. It addresses constitutional provisions including the First, Fourteenth, and Fifteenth Amendments, as well as key statutes such as the Voting Rights Act, the Federal Election Campaign Act, and the Bipartisan Campaign Reform Act. Students will develop an understanding of not only election law doctrine, but also the theoretical and functional underpinnings of the American electoral system.

Autumn 2013 - Nicholas Stephanopoulos

Electronic Commerce Law

LAWS 61802 - 01 (3) w, x, m

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.

There is a short presentation on the same topic as the student's written paper - this counts for 20% of the grade.

Winter 2014 - Marsha F. Nagorsky

Empirical Criminal Law

LAWS 60803 - 01 (2) w, x, m

This seminar will discuss the leading empirical research on a breadth of topics in criminal law. No prior background in economics or statistics is necessary. We will evaluate empirical papers on topics such as the determinants of crime, policing, prosecution, trial, sentencing, and the effects of punishment on longer-term outcomes.

Grading will be based on two response papers, class participation, and a research proposal for an empirical project on criminal law.

Spring 2014 - Crystal Yang

Empirical Law and Economics

LAWS 56502 - 01 (2) x, m

This seminar evaluates recent empirical work in the field of law and economics. No prior background in economics or statistics is necessary. Students will develop skill in critiquing the theory motivating empirical inquiry, the data chosen for analysis, and the statistical methodology employed. Particular attention will be given to methods used to evaluate causal claims in empirical studies.

Grades will be based on class participation, three short reaction papers (3-4 pages, double-spaced) critiquing academic articles assigned for class discussion, a project proposal (not exceeding 15 pages, double-spaced) that sets out a hypothesis and describes how to test the hypothesis using existing datasets, and in-class presentation of the project proposal. Students will work in groups to write and present their project proposals.

Winter 2014 - Edward R. Morrison

Employee Benefits Law

LAWS 55503 - 01 (3) w, x, m

This seminar will provide an introduction to the Employee Retirement Income Security Act (ERISA) and other federal statutes regulating employee benefit plans in the private sector. The seminar will cover many types of plans, including defined benefit pension plans, individual account retirement plans (such as 401(k) plans), medical plans, other welfare benefit plans and executive compensation programs. It will provide a basic understanding of fiduciary standards governing plan administration and the investment of plan assets; minimum standards for benefits and funding; benefit claim dispute resolution procedures and standards of judicial review; federal preemption of state laws; and key issues which arise in ERISA litigation. The seminar is intended for students interested in a broader labor and employment practice; a mergers and acquisitions or general corporate practice; or a civil litigation practice. Although our primary mission will be to prepare students for the practice of law, we also will explore whether the law governing employee benefit plans is operating effectively and in accordance with its stated purposes. Students will be graded on class participation and on a series of short reaction and research papers.

There are no prerequisites required for this seminar.

Winter 2014 - Charles B. Wolf

Employment Discrimination Law

LAWS 43401 - 01 (2 to 3) w, x, m

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 2014 - James Whitehead

Employment Law

LAWS 43511 - 01 (2 to 3) w, x, m

This seminar is designed to provide the student with an overview of the common law principles and leading federal and state statutes that govern the private-sector employment relationship. Among the topics to be covered are (1) the contractual nature of the employment relationship and the employment-at-will doctrine; (2) contractual, tort-based, and statutory erosions of the employment-at-will doctrine; (3) the contractual and common law duties and obligations owed by an employee to the employer; (4) wage and hour, child-labor, and employee leave statutes, including the Family and Medical Leave Act (FMLA); (5) other employee protective statutes, including the Occupational Safety and Health Act (OSHA), the Worker Adjustment and Retraining Notification Act (the WARN Act), state workers' compensation laws, and federal and state whistle-blower protective statutes; and (6) arbitration of employment disputes.

This seminar supplements, but will not cover the topics presented in, the Law School's courses in Labor Law (LAWS 43101) and Employment Discrimination Law (LAWS 43401), which are not prerequisites to enrollment.

Enrollment will be limited to 20 students.

The student's grade will be based on 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.

Spring 2014 - James Whitehead

Employment Law Clinic

LAWS 67113 - 01 (1) +, a, w, s

Randall D. Schmidt and his students operate the Clinic's Employment Law Clinic. The Clinic focuses primarily on pre-trial litigation and handles a number of individual cases and class actions. In individual cases, the Clinic represents clients in cases before the Illinois Department of Human Rights and the Illinois Human Rights Commission and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. In the class actions, the Clinic represents groups of employees in employment and civil rights actions in federal court. Additionally, in its individual cases and law reform/impact cases, the Clinic seeks to improve the procedures and remedies available to victims of employment discrimination so that employees have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Clinic is active in the legislative arena and participates with other civil rights groups in efforts to amend and improve state and federal laws. It is suggested, but not

required, that all students in the Employment Law Clinic take the Employment Discrimination Law seminar.

It is recommended that third-year students take, prior to their third year, either the Intensive Trial Practice Workshop or some other trial practice course. The student's grade is based on class participation. 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 faculty. Evidence is a prerequisite for 3L's in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic.

Autumn 2013, Winter 2014, Spring 2014 - Randall D. Schmidt

Energy Law Seminar

LAWS 45302 - 01 (3) x, m

The objective of this seminar is to provide the student with exposure to current domestic and international energy law issues from the perspective of a practicing professional. The first half of the seminar will lead students through a series of current topics in energy law, using examples from client matters. Topics will include structuring domestic and international energy financings, acquisitions and joint ventures and navigation of government issues such as corruption and the natural resources curse. The seminar will conclude with a simulated international auction or "bidding round" in which students act as in-house counsel for oil and gas companies competing for exploration blocks in the Republic of Angola. Teams will be subject to the regulations and laws of the Republic of Angola. After the auction, students will negotiate transactions among themselves in an effort to improve upon their auction results. The final stage of the workshop is a drilling exercise in which the teams can see the relative success of their auction and negotiation efforts. The instructor will provide guidance to the students/counsel over the course of the simulation.

The seminar will require not only in-class participation, but also negotiation sessions between class meetings.

Oil & Gas Law is not a prerequisite to this seminar, and the overlap between the classes is minimal.

The textbook for this course is *International Energy Development* (Gaille).

Spring 2014 - Shelby S. Gaille

Entrepreneurship and the Law

LAWS 61902 - 01 (3) w, s, x, m

This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, particularly by micro-enterprises. The seminar 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. We then survey legal questions particular to start-ups, including strategies

for structuring a business organization, financing, and protecting intellectual property.

Assignments require students to research issues that apply to hypothetical start-ups and practice lawyerly skills like strategic planning, negotiation, drafting, and counseling.

This seminar is required for participation in the Institute for Justice Clinic on Entrepreneurship, unless students make other arrangements with the Clinic instructors.

Students' grades will be based on active participation and several research and writing assignments.

Autumn 2013 - Elizabeth W. Kregor; Erika Harford

Environmental Law

LAWS 46001 - 01 (3)

This course is an introduction to the laws, policies and theories related to environmental protection in the United States. The course covers the principal federal environmental regimes, including the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, and those associated with toxic substances and waste. Illustrative topics include economic and non-economic perspectives on the use of and impacts on natural resources; the objectives of environmental regulation; the development of information about environmental quality; federalism; and the choice of regulatory tools, such as regulation, taxes, marketable permit schemes, liability rules, and informational requirements.

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

Autumn 2013 - Mark N. Templeton

Ethical Quandaries in Legal Practice

LAWS 41013 - 01 (3) p, x, m

With the advent of 24-hour news cycles and the proliferation of social media, the practice of law is under increasingly intense scrutiny from clients, the public, the judiciary, governments, regulators and peers. The attendant risk to the reputations of practicing attorneys is much higher than it has ever been. This seminar will satisfy the professional responsibility/ethics graduation requirement. Through analysis of ethical issues that attorneys face on a daily basis, we will study the challenges, pitfalls, consequences and opportunities associated with the ethical practice of law. Additionally, we will examine the tension caused by attorneys' competing duties to: exercise independent judgment, act as trusted advisors, serve as officers of the court, and provide zealous advocacy. Seasoned attorneys from the public sector, private practice and the judiciary will join portions of the seminar to discuss real world scenarios and provide insight into how attorneys can successfully navigate through today's ethical minefields.

Spring 2014 - Joseph Alesia

EU Competition Law: With Special Emphasis on the Application of Advanced Topics in Antitrust

LAWS 75402 - 01 (2 to 3) w, x, m

The seminar provides an introduction to interesting and cutting edge topics in antitrust economics using European competition law as the backdrop for applying and discussing this. European competition law and its application by the European Commission have evolved rapidly since around 2000. The course focuses on this modern period and the evolving use of economics in the Commission decisions and court judgments. It does not provide an introduction to black-letter EU competition law or a discussion of pre-2000 cases. Topics covered in recent years include the design of antitrust regimes, ordo-liberalism, two-sided markets, screening methods for cartels, dynamic competition, and behavioral economics. Cases covered in recent years have included the Commission's decisions against MasterCard under Article 101 and Microsoft under Article 102.

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

Spring 2014 - David S. Evans

European Legal History

LAWS 91901 - 01 (2 to 3) r, x, m

This seminar aims to give students an appreciation of the basic themes and most important events in European (as opposed to English) legal history. It begins with the Roman law formulated under the Emperor Justinian and moves forward to the 19th century. Among the subjects covered are Germanic law, the rise of legal science beginning in the 12th century, the nature of the *ius commune*, legal humanism, the reception of Roman law, the natural law school, and the movement towards Codification.

In addition to the text book, students are expected to read one law review article each week and to share it with the class. They are permitted to write a research paper, but a final examination will also be offered as an option.

Winter 2014 - Richard H. Helmholz

Evidence

LAWS 41601 - 01 (3)

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).

The student's grade is based on a proctored final examination.

Winter 2014 - Brian Leiter

Evidence

LAWS 41601 - 01 (3) e, x

This course examines the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance, character evidence, the hearsay "rule" and other rules of exclusion, and examination and privileges of witnesses.

The student's grade is based on a proctored exam.

Spring 2014 - Emily Buss

Evolution of Legal Doctrines

LAWS 65302 - 01 (3) w, x, m

Legal doctrines have life cycles. They are born and mature. Many doctrines fade and die. There is a form of natural selection among doctrines, with several candidates offering to serve the same function in different ways. This seminar looks at the maturation and replacement of doctrines, posing the question why some die and others survive. Scope is eclectic: the doctrines range from "separate but equal" under the equal protection clause to the "original package doctrine" under the commerce clause, from the appointment of counsel under the Sixth Amendment to the understanding of the Rules of Decision Act (that is, why Swift gave way to Erie). The premise of the seminar is that those who fail to learn from the past are condemned to repeat it.

Winter 2014 - Frank H. Easterbrook

Evolving Regulation of Financial Institutions and Markets

LAWS 94812 - 01 (2 to 3) x, m

In reaction to the recent market and financial institutions crisis, Congress enacted the Dodd-Frank Wall Street Reform and Consumer Protection Act, which mandates broad changes to the regulation of financial institutions. The Act requires numerous regulatory agencies to promulgate hundreds of new rules—a process that is currently underway. This seminar will consider certain areas addressed by the legislation and the ensuing rule-making process with particular attention to the causes of the crisis and its impact on the financial system. We will critically assess whether these measures are likely to promote the stated goals of the legislators, as well as the merits and feasibility of those goals. To that end, students will form groups concentrating on topics of interest leading to student oral reports and papers. No prior courses are required. The Lecturer will provide basic background information concerning the structure and regulation of financial institutions and the features of key transactional arrangements (such as mortgage-backed securities and derivatives). The reading will be eclectic, and will include

academic commentary on the subject, official reports on aspects of the crisis and, of course, portions of the legislation and proposed regulation.

For 2 credits, two short (10-12 pg.) papers; for 3 credits, one short and one long (approximately 20 pg.) papers. Each student also must make a class presentation on one of the paper topics.

Spring 2014 - James Foorman

Exoneration Project Clinic

LAWS 67413 - 01 (1) +, a, s

The criminal justice system is not perfect. Innocent people are sometimes convicted of crimes they did not commit. When that occurs, the consequences for the lives of the wrongfully convicted and their families are truly devastating. By investigating and petitioning courts to reverse wrongful convictions, our Exoneration Project is dedicated to restoring justice. Our project represents innocent individuals who have been wrongly convicted. Students working in our project assist in every aspect of representation including selecting cases, investigating and developing evidence, as well as in-court litigation of post-conviction petitions, petitions for DNA testing, and federal habeas petitions. Students work closely with our clients and have an opportunity to develop their oral and written advocacy skills by preparing written pleadings and by appearing before trial courts and appellate court panels. Through participation in our project students will explore issues of error and inequality in the criminal justice system, including police and prosecutorial misconduct, the use of faulty scientific evidence, coerced confessions, unreliable eyewitness testimony, and ineffective assistance of counsel. The Exoneration Project is an intensive, rigorous experience designed for students who are committed to providing the best possible representation to deserving clients. Second-year students wishing to enroll in the Project are encouraged to take Evidence in their second year. Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop. Students are also encouraged but not required to take Criminal Procedure I, and Criminal Procedure II. 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 2013, Winter 2014, Spring 2014 - Tara E. Thompson; David B. Owens; Russell Ainsworth

Federal Courts

LAWS 41101 - 01 (3) +

This course will consider the functioning of the federal courts in our larger federal system. Particular attention will be paid to doctrinal questions pertinent to those intending to litigate in federal court or serve as federal law clerks.

It is recommended that students take Constitutional Law I before taking this class. The student's grade is based on a proctored final examination.

Winter 2014 - Aziz Huq

Federal Courts

LAWS 41101 - 01 (3) +

This course covers the role of the federal courts in the federal system. Topics will include the jurisdiction of the federal courts, Congress's power over those courts, litigation against federal and state governments and their officials, direct and collateral review of state-court decisions, and other doctrines.

There are no prerequisites other than Civil Procedure II, although Constitutional Law I will be useful.

The student's grade is based on class participation and a final take-home examination.

Spring 2014 - William P. Baude

Federal Criminal Justice Clinic

LAWS 67513 - 01 (2) +, a, w, s, x

The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes and gives students a unique opportunity to practice in federal district court and the Seventh Circuit Court of Appeals and to write briefs to the United States Supreme Court. The FCJC is the only legal clinic in the country that exclusively represents indigent clients charged with federal felonies. We enter our federal district court cases at the time of the arrest, take them to trial or guilty plea and sentencing, and then carry them through appeal and beyond. As part of our broader mission to promote fairness in the criminal justice system, we also take Seventh Circuit appeals and write amicus briefs and petitions for certiorari to the Supreme Court. We have filed amicus briefs in two pending Supreme Court cases: A brief on behalf of The Sentencing Project and the ACLU in *Allelyne v. United States*, No. 11-9335, and a Criminal Law and Procedure Professors' Brief in *United States v. Davila*, No. 12-167.

FCJC students are generally assigned to cases in teams of two. Students interview clients and witnesses; meet regularly with clients at the federal jail; conduct and participate in bond hearings, preliminary hearings, arraignments, evidentiary hearings, plea hearings, sentencing hearings, and trials; research, write, and argue motions and briefs; negotiate with prosecutors and probation officers; and participate in case investigations. Students involved in our appellate litigation research and write briefs to the Seventh Circuit and the Supreme Court and conduct oral argument in the Seventh Circuit. The seminar component includes skills exercises, simulations, lectures, case rounds, and discussions. Students enter the FCJC in their 3L year, must spend a full year in the FCJC, and must put a minimum of two credits towards the clinic per quarter (a ten-hour-per-week time commitment). The pre-requisites/co-requisites are Evidence, Criminal Procedure I, and Professor Siegler's Federal Criminal Procedure course; these courses may be taken at any time during 2L or 3L year. It is strongly recommended that students interested in joining the FCJC take Professor Siegler's Federal Sentencing seminar

during 2L year, and take the Intensive Trial Practice Workshop at the beginning of 3L year.

Autumn 2013, Winter 2014, Spring 2014 - Alison Siegler; Erica K. Zunkel

Federal Criminal Practice

LAWS 47502 - 01 (2) x, m

This seminar, taught by two former Assistant United States Attorneys in Chicago and a litigation associate who focuses on white collar criminal defense work, 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 seminar 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 actual cases prosecuted in federal court in the Northern District of Illinois. This seminar is unique in that it will incorporate a practical component into the last four of these subject areas, including: writing and arguing a motion to suppress and a motion to dismiss, and writing and arguing an opening statement and closing argument. These practical exercises will be based on actual cases brought in federal court, and will give students an opportunity to represent both the government and the defendant.

Because of the practical component, class size will be strictly limited to 12 students. Students will submit for grading two written exercises (a motion to suppress, and a motion to dismiss), and will present or argue one of these assignments as well as either an opening or closing statement. These two written and two oral exercises will provide most of the basis for their grade. The two writings, up to ten pages each, will form the basis for 40 percent of each student's grade. The two practical exercises will form the basis for 40 percent of each student's grade.

Lastly, to foster discussion on every topic covered, class participation will comprise 20 percent of each student's grade.

Spring 2014 - John Lausch; Shannon T. Murphy; Daniel Rubinstein

Federal Criminal Procedure: From Bail to Jail

LAWS 47301 - 01 (3) x

This course surveys the federal criminal process from the formal filing of charges in court through trial and beyond. While Criminal Procedure I examines the procedural rules that govern police investigations, this course examines the procedural rules that govern the criminal process after an arrest. (This course is not called "Criminal Procedure II" because there are no prerequisites and it is not related to Criminal Procedure I.) The law that governs after formal proceedings have commenced is based largely on the Federal Rules of Criminal Procedure and on the Fifth and Sixth Amendments, but is less doctrinal and constitutional than the law that governs during the investigative stage of a case. Topics 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 also examine prosecutorial discretion and ethical issues surrounding the representation of criminal defendants. Various guest speakers typically visit class, including federal district court judges, an Assistant United States Attorney, and a criminal defense lawyer.

The final grade is based on an eight-hour take-home examination.

Autumn 2013 - Alison Siegler

Federal Regulation of Securities

LAWS 42401 - 01 (3)

This course will consider the federal rules governing the issuance of securities (both equity and debt) by corporations. Special emphasis will be placed on interpreting two federal statutes and a body of rules promulgated by the administrative agency responsible for regulating public securities markets.

Winter 2014 - M. Todd Henderson

Federal Regulation of Securities

LAWS 42401 - 01 (3) +

The securities laws govern the way in which a company may raise, and seek to raise, capital; they also impose substantial ongoing obligations upon companies and their security holders in both private and public contexts. Accordingly, the aim of this course is to provide a basic working knowledge of the securities laws to soon-to-be lawyers who will find themselves advising clients that seek to raise (or have raised) either public or private capital. The course will analyze methods of regulation (and possible alternative methods), the financial/institutional context in which the securities regulations exist, and the application of these regulations to real-world situations.

Corporation Law/Business Associations I/Business Organizations is a prerequisite, although it may be taken concurrently. LLM students who have completed comparable work in a prior JD degree may register by contacting the registrar.

Grades will be based on class participation and a final examination.

Spring 2014 - Thomas J. Miles

Federal Sentencing: Balancing Judicial and Prosecutorial Discretion

LAWS 47602 - 01 (3) w, x, m

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 study the Federal Sentencing Guidelines and recent Supreme Court cases that try to define the Guidelines' proper role in sentencing. A central focus of the seminar is 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 also focuses on the debate over sentencing disparities. Reading materials are varied and include Supreme Court and lower court cases, the United States Sentencing Guidelines, law review articles, Sentencing Commission studies and reports, and Department of Justice internal directives. Various guest speakers will visit class, including a federal district court judge and an Assistant United States Attorney. Each student is expected to research and write a 20-25 page paper in response to a specific assignment. Students will be graded based on their written submissions and class participation. Second-year students interested in participating in the Federal Criminal Justice Clinic during their 3L year are encouraged to enroll in this seminar, although it is not a prerequisite or corequisite for the clinic.
Spring 2014 - Erica K. Zunkel

Federal Tax Policy Seminar

LAWS 55801 - 01 (2) +, x, m

This seminar will examine selected topics of current interest in federal tax policy. The exact mix of topics will depend (at least in part) on tax legislation under consideration by Congress. Students will be graded on a combination of class participation and five short reaction papers.
Winter 2014 - Julie Roin

Food and Drug Law

LAWS 94501 - 01 (3) w, c/1

This course explores legal and policy issues in the federal regulation of foods, drugs, medical devices, and other products coming within the jurisdiction of the FDA. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, and a variety of other issues relating to the development and marketing of regulated products. The student's grade is based on class participation and a final examination or major paper.
Spring 2014 - Jack R. Bierig

Foreign Relations Law

LAWS 97801 - 01 (3) e, x

This course examines the constitutional and statutory doctrines regulating the conduct of American foreign relations. Topics include the allocation of foreign relations powers between the three branches of the federal government, the status

of international law in U.S. courts, the scope of the treaty power, the validity of executive agreements and the power to declare and conduct war. The course will also focus on the political question and other doctrines regulating judicial review in foreign relations cases. Where relevant, current events will be explored, such as ongoing controversies regarding individual rights during wartime, the post-September 11 war on terrorism and the war in Iraq.

Grades will be based on a final examination.

Spring 2014 - Daniel Abebe

Fundamentals of Accounting for Attorneys

LAWS 79112 - 01 (3) s, x, m

This seminar 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, working with the SEC 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 2013 - Philip Bach; Sean M. Young

Gendered Violence and the Law Clinic

LAWS 63313 - 01 (3, 4) a, s

This clinic explores the intersecting legal issues that face survivors of gender-based violence--both civil and criminal--and explores how well those systems work to help survivors achieve safety and stability. Students will explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at LAF (Legal Assistance Foundation) in downtown Chicago. LAF provides a full-range of civil legal services to indigent clients in Cook County, and students will have the opportunity to explore the multitude of civil legal tools available to victims of domestic and sexual violence. Students will work primarily in LAF's Children and Family Practice Group, while accepting some assignments from LAF's Housing, Consumer, Public Benefits, and Immigrant and Workers' Rights Practice Groups. Students will assist with representation of domestic and sexual violence survivors to meet a broad range of legal needs, which could include protective orders, divorce and custody litigation, VAWA self-petitions and U-Visa applications, advocacy in child abuse and neglect proceedings, housing and eviction matters, unemployment insurance hearings, and TANF appeals. All students will be expected to interview clients, prepare written discovery, develop witness statements, conduct legal research, and draft pleadings, motions and court

orders. Third-year students eligible for a 711 license will appear in court under attorney supervision.

Students will be assigned to the various practice groups based on the capacity of LAF to accommodate the students into each practice area. Prior experience and language skills may be considered in determining each student's clinical placement. Students' grades will be based on participation in the seminar, evaluation of performance in the clinical field work, a series of reaction/reflection papers, a class presentation, and a simulated hearing exercise. Participation over both Winter and Spring quarters is required.

Winter 2014, Spring 2014 - Neha Lall

Greek Tragedy and Philosophy

LAWS 96303 - 01 (3) +, c/l, m

Ancient Greek tragedy has been of continuous interest to philosophers, whether they love it or hate it. But they do not agree about what it is and does, or about what insights it offers. This seminar will study the tragic festivals and a select number of tragedies, also consulting some modern studies of ancient tragedy. Then we shall turn to philosophical accounts of the tragic genre, including Plato, Aristotle, the Greek and Roman Stoics, Seneca, Lessing, Schlegel, Hegel, Schopenhauer, Nietzsche, Iris Murdoch, and Bernard Williams. If we have time we will include some study of ancient Greek comedy and its philosophical significance.

Admission by permission of the instructor. Permission must be sought in writing by September 15.

Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation, OR a solid grounding in Classics, including language training. In other words, those who qualify on the basis of philosophical background do not have to know ancient Greek, but someone without such preparation may be admitted on the basis of knowledge of Greek and other Classics training of the sort typical of our Ph.D. students in Classics. An extra section will be held for those who can read some of the materials in Greek.

Autumn 2013 - Martha C. Nussbaum

Greenberg Seminar: Cheating

LAWS 95902 - 07 (1) a, x

This seminar will explore legal, ethical, and procedural issues inherent in questions of cheating and rule breaking in contexts ranging from sports and academics to private career advancement. We will look at the nature of rules and difficult distinctions that must be drawn such as why some rules are expected to be broken while others are not. We will explore the line between artificial performance enhancement as cheating on the one hand and as positive personal improvement on the other. For example, we will look at the different treatment of performance

enhancing drugs in athletics and in performance art. We will also explore how and when law and government should be involved in setting and enforcing rules.
Autumn 2013 - Anthony J. Casey; Nicholas Stephanopoulos

Greenberg Seminar: Crime and Politics in Charm City: A Portrait of the Urban Drug War

LAWS 95902 - 03 (1) a, x

We will explore these works on crime, politics, and policing in the City of Baltimore: David Simon, "Homicide: A Year on the Killing Streets," Davis Simon & Ed Burns, "The Corner: A Year in the Life of an Inner City Neighborhood," Peter Moskos, "Cop in the Hood: My Year Policing Baltimore's Eastern District," and all of "The Wire." We will 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 these works also examine, 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 2013 - Jonathan Masur; Richard H. McAdams

Greenberg Seminar: Korea

LAWS 95902 - 01 (1) a, x

Korea is a remarkable country. Politically, it remains divided along cold war lines, with one half still technically at war with the United States. The South is a relatively new democracy, but its politics are still dominated by the influence of powerful families (of both former dictators and powerful business groups). Economically, it is one of the most incredible success stories in history. In 1950, Korea was poorer than Egypt but today it has a per capita income about 8 times that of Egypt, and is one of the most dynamic economies in the world. Culturally, it is a paradox.

Rigidly hierarchical and conservative, it has nevertheless produced some of the best books and films of the past several decades. In this Greenberg seminar, we will explore the richness of Korea through several avenues. We will discuss several fiction and non-fiction books, as well as a recent Korean film. Students will be required, to the extent class schedules permit, to attend part of a one-day workshop on the Korean Constitution of 1948 on Friday October 25. Korean food and drink will accompany each of the evening sessions.

Autumn 2013 - Thomas Ginsburg; M. Todd Henderson

Greenberg Seminar: Law and Disaster

LAWS 95902 - 06 (1) a, x

The Greenberg seminar on law and disaster will examine different ways in which the law responds to, or prepares for, disasters, and how disasters shape the law. Natural calamities like Hurricane Katrina, mass accidents like the Titanic, environmental tragedies like a large oil spill, economic crashes like the collapse of the financial markets, impending catastrophes like climate change, and even colossal legal blunders -- all have met patterns of legal responses that are uniquely shaped by the social and psychological attitudes towards disaster.

Autumn 2013 - Omri Ben-Shahar; William H. Hubbard

Greenberg Seminar: Southern Literature and the Law

LAWS 95902 - 02 (1) +, a

In this seminar we will discuss a group of classic works of nineteenth and twentieth-century Southern literature, asking what light they shed on legal issues, particularly those connected to race and gender. We begin with Harriet Beecher Stowe and Mark Twain, then move to the twentieth century, where the primary authors read will be William Faulkner, Katherine Anne Porter, Flannery O'Connor, Zora Neale Hurston, and Ralph Ellison.

Candidates should submit to both instructors a statement describing their background in literature and their reasons for wanting to take the seminar. Please apply as early as you can, since we usually fill spaces in the order of application (saving three slots for LL.M. students).

This seminar is capped at 15.

Graded Pass/Fail.

Autumn 2013 - Martha C. Nussbaum; Richard A. Posner

Greenberg Seminar: States and Markets in American History

LAWS 95902 - 05 (1) a, x

From the colonial period to the twentieth century, America evolved from a colonial outpost into the world's largest economic power. Its tremendous growth was embedded in and helped to facilitate broader transformations in the state and society. This Greenberg samples from a recent resurgence in historical literature on the social, political, economic, and cultural dimensions of American capitalism. It aims to take up developments such as (but not limited to) the proliferation of state institutions for managing risk, the rise of transnational corporations, the history of antitrust, globalization, and the expansion of marketing and distribution.

Autumn 2013 - Aziz Huq; Laura Weinrib

Greenberg Seminar: The Rise of Women

LAWS 95902 - 04 (1) a, x

Popular literature and academic writing have taken up the "gender upheaval" of recent years. Women are a substantial majority of college graduates, and not only

in the United States. Many professions have been transformed by the rise of women – or is it the fall of man? Law firms may be next, though our profession seems harder to conquer. In this seminar we will read and discuss several books including Hanna Rosin, *The End of Men and the Rise of Women* and Paul Seabright, *The War of the Sexes*.

We will meet on specified Thursday evenings during the Autumn and Winter Quarters. Please do not sign up for this seminar if you have other obligations on Thursday evenings between 7:30-9:30. Meetings will be in Professor Levmore and Roin's home, where we will be joined by a different visiting faculty member at each meeting. Tentative dates: October 10, 24; November 7; January 16, 30; February 6. Autumn 2013 - Saul Levmore; Julie Roin

Health Law and Policy

LAWS 78801 - 01 (3) w, c/1

This course will explore various 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 third of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. We will next address other federal legislation affecting the delivery of health care, including the Affordable Care Act. We 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 explore issues relating to the behavior of physicians, hospitals, and nursing homes. This exploration will focus on the impact of the antitrust, labor, and tax laws on these entities. The goal of the course is to expose the student to the conflicting law and policy issues that impact on the delivery of health care in this country.

Winter 2014 - Jack R. Bierig

Higher Education And The Law

LAWS 52102 - 01 (3) w, x, m

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. This seminar may be taken for fulfillment of the Substantial Writing Requirement.

Winter 2014 - Arthur M. Sussman

Historic Preservation Law

LAWS 61302 - 01 (2) x, m

In this seminar on historic preservation law, we will study the rationale for preserving historic resources; the tension between private property rights under the constitution and the public benefit of preserving our historic heritage; the standards for designating landmarks; federal, state and local laws regulating landmarks; tax and other financial incentives to encourage preservation of historic buildings; and governmental regulation of historic churches. The Law School's historic Eero Saarinen building will illustrate the issues arising in using and rehabbing older structures for modern uses. Prior courses in land use or real estate are helpful.

Your grade will be based upon short reaction papers and your participation and attendance.

Spring 2014 - Richard F. Friedman

Historical Semantics and Legal Interpretation: Questions and Methods

LAWS 51601 - 01 (2 to 3) +, r, w, c/l, m

This seminar aims to combine methodologies in research on historical jurisprudence and in theoretical and computational linguistics, with a view to understanding the meanings of words and phrases in context. We will examine theories of textual meaning from legal studies and linguistics, including originalism, textualism, common law constitutionalism, and other methods that require the interpreter to have a theory of which written sources, and which words, count for purposes of determining constitutional meaning. The seminar will also introduce distinctions from formal semantics and pragmatics concerning the construction of meaning, and corpus-based modeling of lexical meaning. The seminar thus aims to acquaint students with these techniques, to apply them to several interpretive questions (e.g., those surrounding the Second Amendment), and to model how such research can be conducted for questions of the students' own interest.

Third hour of course optional for Law students.

16 seats will be initially allocated to Law School students and 10 to Linguistics students.

Law students wishing to enroll in the seminar should email a short statement of interest to both professors, including their background in relevant areas and the reasons for their interest in the seminar, by August 20. Linguistics students should email no later than December 17.

Winter 2014 - Alison LaCroix; Jason Merchant

Housing and Development: Law and Policy

LAWS 98903 - 01 (3) r, x, m

In this seminar we will explore a range of issues concerning American housing law and policy. Topics will include the historical development of interventions in the housing market as well the economic justifications for these interventions.

Regulatory and spending programs will be compared and contrasted. We will consider the current mortgage and mortgage foreclosure crisis and its implications for housing policy and law. In addition, we will discuss comparative advantages and disadvantages of government programs designed to stimulate supply and those geared to increasing demand. One class will also be devoted to issues of housing discrimination. We live in a wonderful laboratory for studying what does and does not work in housing policy. Therefore, where appropriate, we will draw comparisons and contrasts between housing laws and policies in Chicago and those of the nation as a whole.

Winter 2014 - Michael H. Schill

Housing Initiative Clinic

LAWS 95013 - 01 (1 to 2) a, s

The Housing Initiative is a transactional clinic in which students provide legal representation to community-based housing developers, tenant groups, and other parties involved in affordable housing development. Students serve as deal lawyers, advising clients on structuring issues; negotiating, drafting and reviewing construction loan documents, construction contracts, purchase and sale agreements, partnership agreements, and other contracts; securing zoning and other governmental approvals; assisting clients in resolving compliance issues under the applicable state and federal housing programs; and participating in the preparation of evidentiary and closing documents. Some of our work also involves community organizing and legislative and policy advocacy around affordable housing and public housing issues. In addition to working on specific transactions and projects, students in the Housing Initiative Clinic meet as a group in a weekly seminar in Autumn quarter, and periodically during Winter and Spring quarters, to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students' work. During the fall quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours.

Academic credit for the Housing Initiative Clinic 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 2013, Winter 2014, Spring 2014 - Jeffrey E. Leslie

Immigration Law

LAWS 50001 - 01 (2)

This course will focus on an examination of US immigration policy with respect to the admission and exclusion of immigrants. In particular, the class will focus on: the federal government's authority over immigration law and policy; deportation and removal; the intersection of criminal and immigration law; family-based and employment-based immigration; the law of asylum; and the regulation of undocumented immigrants.

The student's grade is based on a take-home final examination.

Winter 2014 - Elizabeth Frankel

Independent Research

LAWS 49901 - 01 (1 to 3) +, r, w

Second-year, third-year, and LL.M. students may earn course credit by independent research under the supervision of a member of the faculty. Such projects are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls.

Autumn 2013, Winter 2014, Spring 2014 - Faculty

Institute for Justice Clinic on Entrepreneurship

LAWS 67613 - 01 (1) +, a, s

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to low-income entrepreneurs who are pursuing the American Dream in spite of legal obstacles. IJ Clinic students develop practical skills in transactional lawyering while helping creative entrepreneurs earn an honest living, innovate, and build businesses that build neighborhoods. Students advise clients on issues such as business formation, licensing, zoning, strategic relationships, intellectual property protection, and regulatory compliance. Students become trusted advisors for their clients and have the opportunity to consult with clients on business developments; draft and review custom contracts; negotiate deals; research complex regulatory schemes and advise clients on how to comply; and occasionally appear before administrative bodies.

Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff.

The seminar Entrepreneurship & The Law is a pre- or corequisite unless a student has received special permission from the IJ Clinic instructors.

A commitment of at least two quarters is required.

Autumn 2013, Winter 2014, Spring 2014 - Elizabeth W. Kregor; Erika Harford

Intellectual Property-based Finance and Investment

LAWS 95113 - 01 (3) w, x, m

Developed economies once resembled a stable three-legged stool -- manufacturing, services and invention. Today, only Intellectual Property ("IP") and the value it generates remains to support the standard of wealth developed nations have come to enjoy. IP now dwarfs all assets in value-at-risk with intangible assets accounting for over 75 percent of a company's market capitalization. The seminar will focus on two general topic areas related to IP. First, the class will examine the multiple markets for IP which exist. Second, the class will focus on IP-based asset management and investment banking practices in an attempt to illustrate how economic value can be extracted from IP as an asset class.

Autumn 2013 - Michael D. Friedman

Intensive Trial Practice Workshop

LAWS 67503 - 01 (3) +, s, u

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 48 with preference given to students who have been accepted into a Litigation 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.

The student's grade is based on class participation.

This practicum meets daily for approximately six hours, September 16-27. The simulated trial will be on September 28, time TBD.

Autumn 2013 - Herschella G. Conyers; Craig B. Futterman; Randolph N. Stone; Erica K. Zunkel

International Arbitration

LAWS 94602 - 01 (3) w, s, x, m

This seminar gives students a practical foundation in the mechanics of international commercial arbitration and an understanding of the tactical choices that frequently confront international arbitration practitioners. With the emergence of the global economy and the explosive growth of cross-border transactions and multinational joint ventures, international arbitration has become the leading mechanism for resolution of international commercial disputes. With parties increasingly unwilling to accept the risks of litigation in the local courts of their foreign business partners, international arbitration agreements are now a mainstay of cross-border commercial transactions. Topics include the crafting of effective international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-style arbitration and institutional arbitration (ICC, AAA, etc.), the rules of procedure that govern international arbitration, the difficult procedural issues that commonly arise in international arbitration (such as the availability and extent of discovery, the consolidation of parties and claims, etc.), procedural and substantive issues applicable to investor-state arbitration, the effective presentation of evidence, and the enforcement of international arbitral awards.

The student's grade is based upon the quality of preparation for and oral participation in the seminar, as well as the quality of a required research paper.
Spring 2014 - Alan D'Ambrosio

International Environmental Law

LAWS 92702 - 01 (3) w, c/l, x, m

This seminar examines the question of how global resources like rare species, marine environments, and clean air can be protected within an international legal framework where state actors reign supreme. Sources of international environmental law and associated enforcement mechanisms will be discussed with reference to various environmental problems including climate change, ozone depletion, transboundary air pollution, loss of biodiversity, and hazardous waste disposal. The relationship between development and environmental protection will receive particular attention throughout the seminar, as will issues arising from the evolving role of non-state actors.

Spring 2014 - Georgie B. Geraghty

International Finance

LAWS 48901 - 01 (3) r, w, c/l, x, m

Today the volume of international financial flows far exceeds the volume of international trade. This seminar addresses the international regulatory aspects of U. S. domestic banking and security markets and contrasts them with foreign markets. The focus is on U.S., European, and other regulatory systems and the role of international financial institutions. In addition to introductory material on U.S. banking and securities regulation, foreign exchange markets, and the growth of

Eurocurrency markets, two particularly current topics will be addressed: (1) international regulatory aspects of the recent international financial crisis and (2) changes in U.S. law made or under consideration to respond to that crisis. Special attention will be paid to the "Euro problem" and to Chinese financial markets.
Winter 2014 - Kenneth W. Dam

International Human Rights Clinic

LAWS 67913 - 01 (2) +, a, s

The International Human Rights Clinic works for the promotion of social and economic justice globally, including in the United States. The Clinic uses international human rights laws and norms as well as other substantive law and strategies to draw attention to human rights violations, develop practical solutions to those problems using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors. The Clinic works closely with non-governmental organizations to design, collaborate, and implement projects, which include litigation in domestic, foreign, and international tribunals as well as non-litigation projects, such as documenting violations, legislative reform, drafting reports, and training manuals. Students work in teams on specific projects and will develop their international research, legal writing, oral advocacy, communication, interviewing, collaboration, media advocacy, and strategic thinking skills. Additionally, students will critically examine the substance and application of human rights law, as well as discuss and confront the ethical challenges of working on human rights problems globally, and develop new techniques to address human rights violations, including those involving economic and social rights and women's rights.

Students who enroll in the Clinic in the Autumn quarter are required to continue in the Winter and Spring quarters. During the Autumn quarter students will also be required to take a International Human Rights Lawyering Class where interviewing, cultural competency, strategy in the international context, and other relevant skills will be developed through simulation exercise, assignments, and discussion of case studies. In addition, students are encouraged, but not required to take a course in International Human Rights Law.

Some students may have the option (but are not required) to undertake international or domestic travel in connection with their projects during the break between Autumn and Winter Quarter or the break between Winter and Spring Quarter. Students will receive two credits each quarter in the International Human Rights Clinic in accordance with 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 2013, Winter 2014, Spring 2014 - Sital Kalantry

International Human Rights Law

LAWS 96101 - 01 (3) r, w, c/1

This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. It will also provide an introduction to international relations theories: When and why do states commit to international human rights standards? And when does international human rights law actually make a difference on the ground? To illustrate these themes, the course will draw when possible on current international events covered in the media.

Autumn 2013 - Mila Versteeg

International Human Rights Lawyering Skills

LAWS 96203 - 01 (2) s, x, m

In this seminar, students will learn the tools and develop the skills to conduct international human rights work, including international field-work and fact-gathering, interviewing witnesses and victims of abuses, assessing various litigation and non-litigation strategies, conducting legal research using diverse sources, evaluating successes and challenges, developing cross-cultural competency skills, and the ethical challenges of international work.

The grade for the class will be based on class participation, in-class simulation exercises, and short assignments.

This seminar is a pre-requisite or co-requisite for students who are or intend to enroll in the International Human Rights Clinic.

Enrollment limited to 15 students.

Autumn 2013 - Sital Kalantry

International Litigation in U.S. Courts

LAWS 93605 - 01 (3) x, m

This seminar will explore international issues that arise in civil litigation in U.S. courts. We will consider the various procedural issues that arise when courts are presented with foreign parties, foreign conduct, foreign evidence, and foreign states, and the various international and domestic legal sources that govern how U.S. courts must deal with these ever-increasing complexities in civil litigation.

Topics will include subject-matter and personal jurisdiction, forum and venue, choice of law, foreign judgments, and foreign states.

Grading will be based on a final examination, a presentation and short paper, and class participation.

Autumn 2013 - Zachary Clopton

Introductory Income Taxation

LAWS 44121 - 01 (3) x

This course provides an introduction to the essential elements of the federal income tax, with a special emphasis on the taxation of individuals. The topics covered include the nature, timing and measurement of income, the role played by "basis" in calculating gain (and loss) in transactions involving property, the boundary between personal and business expenditures, and the use of the tax system to provide behavioral incentives and disincentives. The course stresses the complex interactions between political and administrative concerns in the tax system.

Autumn 2013 - Julie Roin

Introductory Income Taxation

LAWS 44121 - 01 (3)

This class provides an introduction to federal income tax law. Topics covered in this course include (but are not limited to) what constitutes income; deductions; the tax treatment of gains and losses; realization and timing; tax shelters. The class uses a combination of lectures, class discussion and problems, focusing on the application of the Internal Revenue Code, Treasury Regulations, cases, and other sources of tax law. Policy issues underlying the tax law will also be analyzed.

This class has no prerequisites.

Winter 2014 - Dhammika Dharmapala

Islamic Law and Finance

LAWS 80222 - 01 (3) w, c/1, x, m

This seminar will provide students with an overview of the modern Islamic finance industry. We will review the basic sources of Islamic law and jurisprudence and consider the prohibitions on unjustified increase (riba) and excessive risk (gharar). We will explore the classical rules of Islamic contract and commercial law and their application in the modern context. The growth of the modern Islamic finance industry from the 1970's to the present will be examined. The main Islamic financial products will be reviewed. We will consider legal questions in structuring transaction documentation. We will explore the ethical underpinnings of Islamic finance and the social justice questions highlighted by the intersection of religion and finance. Regulatory issues will be discussed. We will also consider the political environment in which Islamic finance currently operates. The seminar is intended to familiarize students with the essential legal framework of the rapidly emerging market for highly technical and sophisticated Islamic financial products.

Autumn 2013 - Cynthia Shawamreh

Jurisprudence I: Theories of Law and Adjudication

LAWS 47411 - 01 (3) e, x

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 decision-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.

Attendance at the first session is mandatory for those who want to enroll.

Take-home essay exam.

Spring 2014 - Brian Leiter

Labor History and the Law

LAWS 92103 - 01 (3) r, w, c/l, x, m

This seminar examines the historical relationship between American workers and the law. It focuses on legal contests over workers' rights in the courts, legislatures, and administrative agencies during the late-nineteenth and twentieth centuries. Readings explore the ways in which law has shaped labor solidarity, class formation, and strategies for organization and resistance. They also consider the influence of organized labor and of labor law on mobilization for social change, including the movements for civil liberties and civil rights. The seminar concludes by exploring current trends in American labor relations, including recent efforts to curtail the collective bargaining rights of public employees.

Autumn 2013 - Laura Weinrib

Labor Law

LAWS 43101 - 01 (3)

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.

Winter 2014 - Laura Weinrib

Land Use

LAWS 61301 - 01 (3)

Few areas of law have as immediate an impact on our lived environment than the law of land use. This course will provide a broad introduction to the theory, doctrine, and history of land use regulation. Topics will include zoning, homeowners' associations, nuisance, suburban sprawl, eminent domain and regulatory takings. Throughout, we will discuss the ways land use regulation affects important human values, such as economic efficiency, distributive justice, social relations, and the environment. Readings will be drawn from the leading cases as well as commentary by scholars in the fields of law, architecture, and planning.

Spring 2014 - Eduardo M. Peñalver

Law and Advances in Medicine

LAWS 93302 - 01 (3) w, c/l, x, m

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 10 students.

Students will write a significant research paper, submitted in three stages, which can be used to satisfy the Writing Project requirement and which will count for 50 percent of the grade.

A Writing Project paper can be submitted on the first day of the following quarter.

The other 50 percent of the grade will be based on class participation.

Spring 2014 - Julie G. Palmer

Law and Literature

LAWS 99302 - 01 (2) x, m

In the profession of Law, words and stories are critical. It is no coincidence that much of our greatest literature has issues of law as its main theme. Both law and literature use the literary imagination to construct a persuasive and engaging dramatic narrative. The similarities found in legal and literary uses of narrative and the frequency of legal themes in fiction provide the skilled reader many opportunities to better understand both law and literature through a study of their intersection.

In this seminar, we 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 of great literature, we will critically analyze legal themes from their pre-law beginnings as wild justice through the development of law as an institution. We will apply the critical reading skills that are so essential in the interpretation of constitutions, statutes, rules, judicial opinions and documents to the understanding of literary texts, for which they are equally essential. To provide us with imaginative illustrations of legal issues, we will read selections ranging from Beowulf, Plato, Sophocles, Shakespeare and Milton, to works by Kafka, Tolstoy and Melville.

Winter 2014 - Randy L. Berlin

Law and Practice of Zoning, Land Use, and Eminent Domain

LAWS 90602 - 01 (2 to 3) w, s, x, m

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 2013 - Thomas F. Geselbracht; Theodore Novak; Paul W. Shadle

Law and Religion

LAWS 97522 - 01 (3)

This course will cover the constitutional law of religion as well as related statutes, such as the Religious Freedom Restoration Act and antidiscrimination laws. Topics will include free exercise accommodations, religious expression in public spaces, the relationship between religion and the state, and the significance of religious institutions.

Winter 2014 - Eduardo M. Peñalver

Law and the Mental Health System

LAWS 47001 - 01 (3) r, w

The course examines the interrelationship between legal doctrine; procedural rules; medical, cultural, and social scientific understandings of mental disability; and institutional arrangements affecting the provision of services to the mentally

disabled. Consideration is given to admission to and discharge from mental health facilities, to competency to consent to or to refuse treatment, to surrogate decision-making for those found incompetent, to the rights of those confined in mental health facilities; to discrimination against the mentally disabled, and to the rights of the mentally disabled in the criminal justice system.

Grades are based on a final paper or a final take-home exam, and class participation.

Autumn 2013 - Mark J. Heyrman

Leadership

LAWS 75102 - 01 (2 to 3) +, r, w, s, m

The divide between law and business is becoming increasingly blurred as clients look to their lawyers not merely for legal advice but also for leadership and results-focused solutions to complex business problems. Increasing competition, early specialization, and client cost constraints provide junior attorneys with few opportunities to develop the skills necessary to meet these increasing expectations. Through this highly intensive seminar, students will develop the judgment and practical skills necessary to become effective leaders and problem solvers, as well as an understanding of the theoretical foundations of effective leadership. Topics will include project management, strategic vision, forms of influence, and business leadership. Materials will include cutting-edge research, case histories, videos, and literature. Class sessions occasionally will include speakers who have played important leadership roles.

The student's grade will be based on active and insightful class participation, reflection papers on assigned readings, and a final paper on an instructor-approved topic of the student's choosing (examples of potential topics include leadership in alliance formation, variations in governing board structures, performance consequences of executive succession, and leadership in outsourcing relationships). The seminar will require substantial out of class work and class participation will count toward the grade. Students will be developing leadership presentations and completing major projects outside of class. Enrollment is very limited given the unique nature of this seminar, and instructor approval is required. If there is sufficient student interest, there may be a follow-on leadership seminar offered in the Spring.

A 2-credit option is available with permission of instructor.

Winter 2014 - David J. Zarfes

Leading, Following, and Parting Ways

LAWS 75104 - 01 (3) x, m

How does one become a leader? Are leaders born or are they made? Do all leaders employ the same leadership style? What is the proper relationship between leaders and those they lead? This seminar will answer these questions by helping students to think critically about what makes for successful leadership and self-aware

followership. Lessons and examples are drawn from history, literature, philosophy, politics, business, and law. The seminar is broken into two parts. In the first part, we will examine the moral psychology of leadership by reading works from Adam Smith, Benjamin Franklin, William Shakespeare, and Thorstein Veblen, among others. In the second part, we will examine the perils and possibilities for those who are members, but not heads, of a common enterprise. The authors we will discuss include Frederick Winslow Taylor, Karl Marx, George Orwell, and Michael Lewis.

Spring 2014 - John P. Rollert

Legal Elements of Accounting

LAWS 79102 - 01 (1) s

This mini-course introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of various persons involved in producing, regulating, and consuming financial accounting information. The course will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed.

Attendance and participation will be very important.

Grades will be based on a take-home final examination.

Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD, and undergraduate finance or accounting majors) may not take the course for credit.

Class will meet for nine sessions, five days during week 1 (M-F Jan 6-10, 2014) and four days during week 3 (T-F Jan 21-24, 2014), and completion earns one credit.

Winter 2014 - John R. Sylla

Legal Issues in International Transactions

LAWS 42504 - 01 (3)

This course explores the complex legal and political issues common in international transactions. It provides a brief introduction to a range of potential challenges for corporations engaging in international transactions including choice of law issues, extraterritorial regulation, international arbitration and investment rules, enforcement of arbitral awards, and compliance with the Alien Tort Statute and Foreign Corrupt Practices Act, among other areas.

Grades will be determined through a final examination.

Winter 2014 - Daniel Abebe

Legal Profession

LAWS 41002 - 01 (3) p, x

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.

This class will be capped at 50.

Autumn 2013, Spring 2014 - Barry S. Alberts

Legal Profession: Ethics

LAWS 41002 - 02 (3) w, p, x, m

This seminar 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.

This seminar will be taught as a participatory class.

Students will be evaluated both on the quality of their participation, and on the basis of a paper of 20 pages in length on a topic relating to professional responsibility chosen by and of particular interest to the student.

Attendance is mandatory.

Autumn 2013 - Adam Hoeflich

Legalistic Wrongdoing in Hitler's Europe and Postwar Restitution in American Federal Courts

LAWS 96104 - 01 (3) w, x, m

This seminar studies the discourse and doctrine of two major legal systems that functioned in Hitler's Europe to provide sustenance to an ongoing genocide. With a focus on courts and lawyers in Nazi Germany and in Vichy France, the readings involve primary documents, books, and articles about the way entire legal communities, with few protesters, used recognizable legal language and judicial institutions to accommodate grotesque variations upon what had been sound structures of reasoning and decision-making. We look not only at "what happened" but at "why" intelligent lawyers, trained in pre-War traditions including those of due process and egalitarianism, folded their tents and helped create a structure that totally violated those traditions. A connection will be made to contemporary American law, both in flagging analogous challenges in the 21st century and also in tracking in some detail litigation on behalf of Holocaust survivors or their heirs in

American federal courts over the past 20 years, litigation that is ongoing in Chicago district court as the seminar proceeds.

Spring 2014 - Richard H. Weisberg

Legislation and Statutory Interpretation

LAWS 44201 - 01 (3) e, x

Much of lawyers' work today involves the close reading and interpretation of statutes or like texts. The focus of this class is the study of current interpretive theories and their application. The class also encompasses political theory and public choice approaches to the legislative process as they relate to legal interpretation. The class has the aim of bolstering students' capacity to work with statutes in law school and beyond. At the end of the class, students should have a thorough grasp of the process through which statutes are produced by the legislative branch and their interpretation by the courts.

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

Spring 2014 - Jennifer H. Nou

Life in the Law

LAWS 99403 - 01 (2) w, x, m

This seminar will explore the various definitions and valuations of life across diverse areas of the law. Readings will include seminal cases in reproductive rights, assisted suicide, right-to-die, and capital punishment. Background readings in related areas, i.e., scientific journals, papers, etc. will also be required. The seminar will discuss policy decision-making including actuarial analysis and social, medical and religious values inherent, implicit or ignored in the legal analysis.

Students will be required to write three short papers, co-draft a statute in one area of law, and participate in jury deliberations.

Grade will also be based on class participation.

Spring 2014 - Herschella G. Conyers

Litigation Laboratory

LAWS 91563 - 01 (3) s, x, u

This simulation class brings lawyers and students together to analyze and develop aspects of the lawyers' ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in most class sessions. Typically the lawyer will provide materials for the students to review before the class. During the class, students will discuss, argue, debate, and work with the lawyer to solve hard issues. Following each class, students will complete written materials analyzing and evaluating the problem. In

classes when lawyers are not included, students also learn practical litigation skills through various advocacy exercises.

Students will be graded based on active participation and their written materials.

Winter 2014 - James A. Clark; Catherine M. Masters

Local Government Law

LAWS 71701 - 01 (3) e, x

This course examines the law regarding provision of public goods and services at the state and local level. It explores the way in which local government law addresses the issues of what services a local government should provide, which residents should receive those services, who should pay for the services provided, and who should provide the answers to the previous questions. It explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory bases of those relationships. Grading is based on a proctored final examination; participation may be taken into account as indicated on the syllabus.

Spring 2014 - Lee Fennell

Major Corporate Transactions: Legal and Business Issues

LAWS 64403 - 01 (2) x, m

This seminar focuses on the issues that arise in structuring large-scale transactions across a large number of areas, such as mergers and acquisitions, initial public offerings, and corporate reorganizations.

Grades will be based on a series of reaction papers.

Autumn 2013 - Douglas G. Baird

Managing Risk in a Global Economy

LAWS 73913 - 01 (3) w, s, m

In today's global economy, companies, investors and other economic actors are operating on a cross-border basis more than ever before. As a result, they are faced with the daunting prospect of managing legal, regulatory and other business risks in a multitude of countries across the globe. This seminar will introduce students to the intriguing challenges of managing cross-border legal, regulatory and other risks in today's global and increasingly complex and interconnected economy. The seminar will cover an array of substantive issues including, among other things, anti-corruption, regulation, economic sanctions, managing cross-border liability risks, tools for the effective resolution of cross-border litigation, including the use of bilateral investment treaties, and the management of political and country risks. The Seminar also will explore the various dimensions of the General Counsel role in today's multinational enterprises, as well as the important relationship between counsel (in-house and external) and company management in effectively managing risk on a global basis.

The seminar will be taught on the basis of readings as well as case studies.

The format of the seminar will depend heavily upon active student participation. Law students and business students are both encouraged to participate in the seminar.

Students will be graded based upon the quality of their preparation for and active participation in the seminar, as well as the quality of a final project, which involves substantial research requiring students to analyze and address a specific fact pattern drawing on the various concepts and issues that will be discussed during the seminar.

This seminar may satisfy the WP graduation requirement, if sufficient research and written work is completed as part of the final project.

Spring 2014 - Javier Rubinstein

Marriage

LAWS 68001 - 01 (3) +, r, w, c/1

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.

Constitutional Law III is a recommended prerequisite.

The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account.

Paper writers require permission of the instructor.

Undergraduates require permission of the instructor.

Spring 2014 - Mary Anne Case

Mental Health Advocacy Clinic

LAWS 67013 - 01 (1 to 2) +, a, w, s

Mental Health Advocacy teaches a variety of advocacy skills. 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 clinic 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 or contemporaneous enrollment in Law and the Mental Health System is encouraged, but not required, for all students.

See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit.

There is a mandatory one-credit seminar component for this course which meets once a week during the Autumn Quarter.

Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed.

Student may enroll in this clinical course for between one and six quarters.

Autumn 2013, Winter 2014, Spring 2014 - Mark J. Heyrman

Mergers and Acquisitions

LAWS 42311 - 01 (3) +

In this course we will examine a number of the important legal and practical issues that arise in connection with mergers and acquisitions of U.S. businesses. These include: (1) the differences between mergers, tender offers, stock acquisitions and asset acquisitions, and the advantages and disadvantages of each type of transaction; (2) the duties of directors in change of control transactions; (3) special considerations applicable to transactions, such as controlling shareholder buyouts or management buyouts, in which a director, officer or shareholder has a material conflict of interest; (4) disclosure issues in public M&A transactions; (5) issues that arise in connection with hostile takeovers and takeover defenses; (6) timing issues in public M&A transactions; (7) the enforceability of deal protection provisions in public merger agreements; (8) issues relating to fraud claims brought in M&A transactions; and (9) problems that arise between signing an M&A agreement and the closing of the transaction. The course materials will include relevant judicial decisions as well as examples of disclosure documents and merger, stock purchase and asset purchase agreements.

Grades will depend on a final exam and class participation.

Some of the topics in this course will also be covered more intensively in Buyouts, but that course is not a prerequisite for this course and students may take both courses.

Students who have taken the Advanced Corporate Law: Mergers and Acquisitions seminar with Professor Barnard may not enroll in this course.

Winter 2014 - Scott Davis

Network Industries

LAWS 73501 - 01 (3)

This course addresses state and federal regulation of price, quality, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, the Internet, and telecommunications, with exposure to problems of the other network industries, such as transportation and consumer electronics. This course emphasizes the substantive law and regulated industries and pays scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course.

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

Spring 2014 - Randal C. Picker

Non-Profit Organizations

LAWS 67802 - 01 (2) +, c/l, x, m

The financial crisis and increase in political polarization that we have experienced has led to an increase in the role of non-profit organizations in our economy and democratic processes. However, few professionals understand how the rules applicable to non-profit organizations differ from comparable laws that govern the behavior of for-profit entities. This seminar attempts to fill that gap by exploring the tax and non-tax rules applicable to non-profit organizations. Such topics as fiduciary duties, commercial activities, federal and state tax exemptions, charitable deductions, and limits on lobbying and political activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the non-profit sector and the erosion of the difference between activities conducted by for-profit and non-profit entities. Think of hospitals; both for-profit and non-profit hospitals provide the same services to customers (patients). However, the tax and non-tax rules that apply to the two categories of hospitals are quite different. We examine these differences and consider whether they make sense.

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

Instructor's approval is required for students who have not completed or are currently enrolled in Introductory Income Tax.

Enrollment is limited to 20.

Autumn 2013 - William C. Golden

Obscenity Law and Pop Culture

LAWS 53013 - 01 (3) w, x, m

This seminar will examine a culturally relevant issue: the intersection of obscenity laws and pop culture. It will provide an in-depth look at the obscenity laws in the

United States, with a particular focus on the laws that prohibit obscene materials of minors. The seminar will explore the "community standards" requirement of obscenity, as it relates to the definition of obscenity and how it interacts with the law's treatment of a teenager's ability to consent to being featured in obscene material.

Students enrolled will write a seminar paper.

Spring 2014 - Rachael G. Pontikes

Originalism and its Critics

LAWS 76803 - 01 (2) +, x, m

This seminar covers a prominent and controversial method of constitutional interpretation -- originalism. Students will read judicial opinions and academic scholarship on different aspects of the original meaning of the Constitution, as well as theoretical scholarship for and against originalism, and scholarship confronting challenges such as precedent and changing circumstances

A prior constitutional law course is highly recommended.

Grading will be based on class participation and a series of very short reaction papers plus a longer, final reflection paper.

Winter 2014 - William P. Baude; Eric A. Posner

Patent Claim Construction: A Hands-On Introduction to Patent Litigation

LAWS 78002 - 01 (3) w, x, m

The interpretation of patent claims, or claim construction, is the single most important event in patent litigation and is often case-dispositive. This seminar will expose students to this complex, fascinating, and crucial aspect of patent litigation by having students undertake the claim construction process used by many courts. Students will develop proposed interpretations, write claim construction briefs, and conduct a claim construction hearing. At the same time, readings and class discussions will provide students a deep understanding of the extensive case law and scholarship surrounding claim construction. While some experience with patents--from prior classes, summer jobs, etc.--may be helpful, this seminar is intended to be accessible even for patent novices. Patent litigation is an increasingly important practice for large law firms, and many young associates will find themselves working on patent cases even if they have no technical background or strong interest in patent law. This seminar is intended to expose these future associates to the key issue that resolves most patent cases. Thus, no technical background or knowledge of patent law is required, and the patent used for the seminar's claim construction process will involve simple technology that is easy for anyone to understand.

Spring 2014 - Gregory W. Reilly

Patent Law

LAWS 78001 - 01 (3)

This is a basic course in patent law, in which the class is introduced to the governing statutes, core concepts, and influential court decisions. No technical expertise is necessary whatsoever, and students from all backgrounds are encouraged to enroll. Patent cases often involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the patented technology itself.

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

Students from all backgrounds -- technical or not -- are encouraged to enroll.

Spring 2014 - Jonathan Masur

Post Incarceration Reentry Clinic

LAWS 67243 - 01 (1) a, w, s

The Post Incarceration Reentry Clinic (PIRC) will assist individuals returning to society after detention and imprisonment. Approximately 600,000 people are annually released from state and federal prisons in the United States; in Illinois, about 40,000 prisoners return to their communities each year and a substantial percentage of Illinois prisoners return to a small number of Chicago neighborhoods (several on the Southside) where they encounter restricted housing, employment, and educational opportunities, inadequate social, medical, and mental health services, real obstacles to care and provide for their families, and other policies and practices that make it difficult to become productive members of the community. Students will be engaged in individual representation, policy reform, and public education. In terms of direct representation, students may interview and counsel clients, prepare and present witnesses at hearings before the Circuit Court of Cook County or the Prisoner Review Board, provide advice and assistance on reviewing criminal records, prepare petitions for expungement and sealing of records, apply for certificates of good conduct and relief from disabilities, provide counsel in parole and probation revocation proceedings, and consider petitions for executive clemency and other post-conviction relief. With regard to policy and public education, we will, inter alia, collaborate with other community organizations and providers in advocating for alternatives to incarceration, legislative reform, and the elimination of barriers to employment, housing, public benefits, and education for those with criminal records. PIRC will engage in effective interdisciplinary collaboration with the Clinic social worker and social work students as well as related law school clinics, interested academics, and other university departments and disciplines.

Autumn 2013, Winter 2014, Spring 2014 - Herschella G. Conyers; Randolph N. Stone

Post-Judgment Proceedings and Asset Recovery

LAWS 47302 - 01 (3) w, x, m

A plaintiff client's ultimate goal in bringing a lawsuit is to actually recover any money judgment that is awarded to the client. If you as the client's lawyer cannot collect -- that is, if you cannot actually get the money, the judgment is of virtually no use to the client. This seminar will explore the procedural and practical steps that a plaintiff can and should take to collect and execute on a judgment, including review and analysis of among other subjects: (a) pre-judgment discovery regarding assets; (b) pre-judgment approaches to freezing assets; (c) finality of judgments for purposes of collection and execution; (d) post-judgment proceedings under federal and state law; (e) collections from third parties that hold assets of the judgment debtor; and (f) overcoming asset protection vehicles such as offshore trusts and companies.

Approximately seventy percent (70%) of the final grade will depend upon a seminar paper grade on a topic related to the issues covered in class.

Approximately thirty percent (30%) of the final grade will depend upon class participation.

Autumn 2013 - Gabriel Aizenberg

Poverty and Housing Law Clinic

LAWS 90512 - 01 (3, 4) a, s

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing cases at LAF, which provides free legal services to indigent clients in civil matters. Students will spend twelve hours per week in LAF's Housing Practice Group, and may be asked to attend administrative grievance hearings, represent defendants in eviction actions, prevent landlords from performing lockouts or refusing to make necessary repairs, and participate in ongoing federal litigation. All students will be expected to interview clients, prepare written discovery, and draft motions. In addition to working at LAF, students will attend a weekly two-hour class at which they will learn about poverty law, subsidized housing programs, eviction actions, housing discrimination, the intersection between domestic violence and housing, using the bankruptcy code to preserve subsidized tenancies, challenging barred lists and "no trespass" policies, jury trial practice, and the extensive and often misunderstood connection between criminal law and subsidized housing. Enrollment is limited to twelve students.

The seminar is taught by Lawrence Wood (Director, LAF's Housing Practice Group).

Each student's grade is based on his or her class participation (20%), one paper-10 pages minimum (10%), and work at LAF (70%).

Winter 2014, Spring 2014 - Lawrence Wood

Pre-Trial Advocacy

LAWS 67403 - 01 (2) +, s, x, u

This class focuses on fundamental pretrial litigation strategies and skills, including creation and evaluation of legal and factual theories, motion practice, interviewing clients, discovery planning, depositions, and pretrial preparation. The class employs a variety of learning methodologies, including lectures, small group discussions, simulated exercises, and oral arguments.

Students taking Pre-Trial Advocacy are also eligible to enroll in the Intensive Trial Practice Workshop.

Because of the overlap in topics, students are ineligible for Pre-Trial Advocacy if they have taken or are currently enrolled in any of the following litigation clinics: Criminal and Juvenile Justice Project Clinic; Civil Rights Clinic: Police Accountability; Mental Health Litigation Clinic; Complex Mental Health Litigation Clinic; Exoneration Project Clinic; Employment Discrimination Clinic; Employment Law Clinic; Abrams Environmental Law Clinic; and Federal Criminal Justice Clinic. The student's grade is based on class participation and written work product.

Evidence is a prerequisite (may be taken concurrently).

Spring 2014 - Erin E. Kelly

Privacy

LAWS 79501 - 01 (2) x, m

Privacy is the study of society's efforts to draw boundaries between different contexts in which information flows. This seminar surveys various legal regimes governing the collection, use, and dissemination of information, with potential topics of interest including government surveillance, privacy-related First Amendment issues, the privacy torts, consumer privacy on the Internet, associational privacy, medical privacy, the Freedom of Information Act, and international privacy regimes.

Students' grades will be based on reaction papers and class participation.

Spring 2014 - Roger A. Ford

Private Equity in Asia

LAWS 71407 - 01 (3) w, x, m

Private equity is expanding rapidly into new regions of the world. Asia, where profound economic change is taking place in countries such as China, India, Indonesia, and Viet Nam, offers attractive opportunities for Western firms seeking to export proven investment models. Firms like Carlyle, KKR, and Bain Capital, among others, expect their operations in Asia to excel in both growth and rate of return and eventually rival operations in the United States and Europe in scale. Asian nations present unique challenges to private equity investors. These challenges include partnering with governments in state-sponsored transactions, participating as minority investors in contrast to the more typical majority or controlling position, dealing with new or opaque laws, overcoming fraud and

corruption, and mitigating the risk of weak corporate governance. Additionally, domestic funds are sprouting up in large numbers and becoming more formidable in the competition for the best deals.

This seminar will address the current developments in private equity across major countries in Asia. We will review the nature and rise of the industry in the region, the role of private equity as a new tool in the economic development of Asian nations, and the success and failure of recent Asian private equity deals.

Grading will be determined by class participation in the discussion of cases and readings – and by performance across three short papers. The first paper will examine private equity in the macro-context of economic transformation; the second will focus on issues in a recent case study; and the third will address terms in a prospective deal negotiation.

Winter 2014 - Tom J. Manning

Private Equity Transactions: Issues and Documentation

LAWS 71402 - 01 (3) +, s, x, m

This seminar will examine from a practical perspective the issues and documentation arising in a typical private equity acquisition transaction. The seminar 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. Coursework will include reading acquisition contracts, cases and legal commentators and weekly written assignments (contract drafting and issue analysis).

Grades will be based on class participation and the written assignments.

Corporations and Contracts are prerequisites.

Winter 2014 - Mark A. Fennell; Stephen L. Ritchie

Private Ownership of Cultural Property

LAWS 94703 - 01 (3) w, x, m

This seminar examines the emerging law of cultural property and how it has recently been used to limit the exercise of many of the classic attributes of private ownership: title, use, exclusion, and alienability. The class will begin with the historical and philosophical bases for making property private (Hobbes, Locke, Montesquieu, Blackstone, Demsetz, Rawls, and Nozick), will examine examples of how both cultural property is protected in the United States and abroad, and will analyze how the traditional bundle of private property rights can or should be limited by notions of the community interest and a shared cultural heritage.

Spring 2014 - Michael Thompson

Private Regulation

LAWS 95103 - 01 (3) r, w, x, m

This seminar examines the role of private non-governmental entities in regulating standard of behavior in society. It explores prominent cases in which private entities set standards, regulate entry, monitor compliance, and impose sanctions in activities related to risk, health, safety, finances, living standards, and privacy.

Private regulators can act as complements—but also as substitutes—to government regulation. For example, retailers regulate safety, environmental, and labor practices of their suppliers; hospitals regulate professional practices of physicians; insurers regulate the safety practices of their policyholders; universities regulate innovation and the development of knowledge; trade associations regulate conduct in their industries; and Google regulates a host of issues, from privacy and decency to branding and even geo-political mapping.

Students will be required to write (SRP-level) papers on case studies, examining particular examples of private “outsourced” regulations and evaluating their advantages and shortcomings relative to public regulation.

Autumn 2013 - Omri Ben-Shahar

Problems in Corporate Law

LAWS 52203 - 01 (1) x

This course examines current hot topics in Delaware corporate law, relying principally on judicial decisions and academic or practitioner commentary. It is not a high-level survey course; instead, the course will consider issues such as why Delaware occupies a dominant position in the field of corporate law, and will explore particular aspects of that law, including judicial standards of review, common law fiduciary duties of managers and directors, change of control transactions, conflict transactions, poison pills and defensive mechanisms—all in the context of particular decisions by the Delaware Court of Chancery and Supreme Court. The course is intended to be a focused class on how corporate law is made in Delaware, as well as the policy reasons underlying its law.

Grades will be based on class participation and either a paper or an in-class examination.

This mini-course will meet January 6-9.

Winter 2014 - William B. Chandler

Professional Responsibility in the Real World

LAWS 41013 - 01 (3) p, x

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, will make the rules governing the professional responsibilities of lawyers come alive by discussing a number of examples taken from the headlines and daily practice.

Along the way, the instructors will give meaningful insight into what it is 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 aspect of this course.

The student's grade will be based on class participation, a substantial series of short take-home exercises and a final, take-home examination.

Winter 2014 - James E. Clark; Teresa W. Harmon; Michael J. Sweeney

Project and Infrastructure Development and Finance

LAWS 42512 - 01 (2) +, x, m

This seminar will be of most interest to students interested in financial transactions as the core of a corporate law practice. There are no pre-requisites. The emphasis in this seminar 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.

Students wishing to meet the WP requirement must write a research paper.

Enrollment is limited to twenty-five students.

Autumn 2013 - Martin D. Jacobson

Prosecution and Defense Clinic

LAWS 67713 - 01 (3 to 4) +, a, s

The Prosecution and Defense Clinic is designed to provide students with an opportunity to learn about the criminal justice system through: (1) a 2-quarter seminar taught by a former Assistant United States Attorney and a former Federal Defender; and, (2) a clinical placement in either a prosecutor's office or public defender's office. The goal of the clinic is to enable students to gain hands-on criminal clinical experience, as well as to familiarize students with the legal procedures and issues which arise in a typical criminal case, including ethical and social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic will provide students with a unique combination of substantive criminal law and procedure, ethics, trial practice

(through participation in courtroom exercises built around actual criminal cases), and hands-on experience through a clinical placement.

Each student in the clinic is responsible for securing a field placement and participating in a pre-screened placement program with a federal or state prosecutor or defender office for the Winter and Spring quarters (January through May). Field placements will be formally supervised by coordinators within each program's office, and the faculty instructors will monitor the student's substantive work and performance in conjunction with the field placements. Students must comply with the clinical placement's requirements regarding hours and assignments, which will be considered part of the course grade. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

For additional information concerning placements, please see

<http://www.law.uchicago.edu/clinics/prosecutiondefense>.

Winter 2014, Spring 2014 - Lisa M. Noller; Gabriel B. Plotkin

Public Choice

LAWS 69001 - 01 (3)

This course focuses on the relationship between modern perspectives on voting and interest groups on the one hand and legislation and judicial interventions on the other. Public choice is essentially the science of collective decision-making, and it comes with several well developed tools of analysis. With these tools, and that perspective, we revisit the interactions between legislatures and judges, democracy's attempt to solve certain problems, and the roles played by a variety of legal doctrines and constitutional institutions (from takings law to line-item vetoes and to the meaning of precedents). As the course proceeds, we explore specific topics in law, such as the possibility of judicial vote-trading, the role of referenda in some jurisdictions but not others, and the role of precedent itself.

Grades will be based on a final examination.

Winter 2014 - Saul Levmore

Public Corruption and the Law

LAWS 68314 - 01 (2 to 3) +, w, x, m

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 2014 - David H. Hoffman

Public International Law

LAWS 72901 - 01 (3) r, w, c/1

This course is an introduction to public international law, which is the body of law that nation states have jointly created for the purpose of governing their relations. The course focuses on the sources of international law, international institutions such as the United Nations, international adjudication, and various substantive fields of international law, such as the use of force, human rights, the treatment of aliens, and international environmental law.

Grades will be based on class participation and an examination.

A paper option is allowed for students who wish to write an SRP.

Winter 2014 - Thomas Ginsburg

Public Land Law

LAWS 44501 - 01 (3)

The law of federal lands and natural resources.

Winter 2014 - Richard H. Helmholz

Public Opinion, Public Policy, and the Law

LAWS 69002 - 01 (3) r, w, x, m

This seminar will explore the intersection of public opinion, public policy, and the law. To date, questions about whether and how public opinion influences public policy have been addressed primarily by political scientists. But these questions are also vital to several legal domains, in particular constitutional law and election law. In the constitutional law context, the mistranslation of public opinion into public policy may be evidence of a political malfunction that requires judicial intervention. In the election law context, one of the most important functions of elections is to align the preferences of the electorate with the policies enacted by their representatives. The seminar will tackle these complex and interesting issues

through readings drawn from legal scholarship, political theory, and empirical political science. An effort will also be made to have outside speakers present papers once or twice during the quarter.

Winter 2014 - Nicholas Stephanopoulos

Public-Entity Bankruptcy

LAWS 73705 - 01 (3) w, x, m

Detroit's recent petition for Chapter 9 bankruptcy relief can be read as the coda to a dramatic yet idiosyncratic tale of economic decline. In many respects, though, the financial problems Detroit faces are similar to, if more pronounced than, the difficulties confronting many other towns, cities, and states. In this seminar we will explore the political and economic roots of public-entity financial distress, as well as the ways law seeks to prevent and mitigate its effects. Topics covered will include: the political and legal status of public entities vis a vis their citizens and creditors; the effects of mobility, voting rules, and interest-group politics on public spending and financing decisions; and the history and substance of Chapter 9. There is no prerequisite, but some working knowledge of corporate bankruptcy will be helpful. Grading will be based on a term paper, an in-class presentation, and regular participation.

Spring 2014 - Vincent S. Buccola

Racism, Law, and Social Sciences

LAWS 54303 - 01 (3) r, w, c/l, x, m

This seminar will provide an in-depth study of theories and methods for analysis of racialization in past and present societies. Analyses of the social construction of racial and ethnic identities have facilitated studies of the ways in which social differences are created, maintained, and masked. Subjects to be addressed in this seminar include the interrelation of racializing ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. We will also consider the related histories of biological and genetic concepts of different races within the human species as part of the context of our study of racism operating within social processes.

The seminar includes a major writing project in the form of a seminar paper.

Winter 2014 - Christopher C. Fennell

Rawls

LAWS 51003 - 01 (3) +, c/l

This course will study John Rawls's two great works of political philosophy, *A Theory of Justice* and *Political Liberalism*, trying to understand their argument as well as possible. We will also read other related writings of Rawls and some of the best critical literature.

Assessment will take the form of an eight-hour take-home final exam, except for those who gain permission to choose the paper option, who will write a 20-25 page paper.

Undergraduate students by instructor consent only; must be requested by December 1.

Winter 2014 - Martha C. Nussbaum

Regulation of Sexuality

LAWS 72201 - 01 (3) +, r, w, c/1

This course explores the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas as well as the limits on placed on such regulation by constitutional guarantees including free speech, equal protection, and due process. Readings include cases and articles from the legal literature together with work by scholars in other fields.

The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account.

Paper writers require permission of the instructor.

Undergraduates require permission of the instructor.

Spring 2014 - Mary Anne Case

Regulatory Interpretation

LAWS 51604 - 01 (3) +, r, w, x, m

This seminar will explore whether regulatory texts warrant interpretive theories distinct from those applicable to statutes, and what those approaches should entail. Relevant topics will include the institutional differences between agencies and Congress; judicial doctrines regarding an agency's interpretation of its own rules; and the extent to which agencies should interpret regulations differently than courts.

Administrative Law or Legislation and Statutory Interpretation are recommended as background; students who have not taken either course will require instructor permission.

Grades will be based on class participation, including weekly short questions or comments posted to Chalk, and a research paper.

Spring 2014 - Jennifer H. Nou

Religion, Law, and Politics

LAWS 97521 - 01 (3) w, c/1, x, m

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 2013 - Sylvia Neil

Remedies

LAWS 41401 - 01 (2)

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. This mini-course meets during the first four full weeks of the quarter only (starting September 30 and ending October 24).

A student's grade will be based on a 3-hour take-home exam.

Autumn 2013 - Ariel Porat

Residential Real Estate Development and the Law

LAWS 44022 - 01 (2) x, m

This seminar 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 agreements 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 12 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 2013 - Todd Fishbein

Risk Management and Policy Decision-Making

LAWS 73914 - 01 (2) x, m

Challenges of risk identification, assessment and management are pervasive – in business, politics, and personal life – as shown by the highly disruptive events spreading since 2007 from the capital markets through all sectors of the global economies. This seminar will examine sources of bias, avoidable errors and misapprehension in risk-related decision-making processes, models, assumptions and behaviors. Focus will be on the importance of “black swan” events – the unpredictable and highly consequential. We will also address the significance of risk issues to regulatory and legislative initiatives, and the complexities in achieving desirable and effective policy decisions and solutions.

Readings will be taken from a broad selection of multi-disciplinary sources.

Grading will be based on class participation, short written assignments, and a take-home exam.

Autumn 2013 - James R. Peterson

Secured Lender Remedies and Workout Transactions

LAWS 71404 - 01 (2) s, x, m

Starting first by discussing the parameters under which a borrower company must typically operate under its secured loan facility, this seminar will focus on the remedies available to secured lenders when that borrower defaults and the various workout transactions that may ensue, either before bankruptcy or as a bankruptcy alternative. Remedies will be viewed from the perspective of the secured lender's counsel, including negotiation and documentation of forbearance agreements, consensual turnovers and UCC sales of assets and equity, as well as exercise of pledged equity voting rights.

Spring 2014 - Erin M. Casey

Secured Transactions

LAWS 42201 - 01 (3) x

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 will be based on a final examination.

Open to MBA students.

Autumn 2013 - Douglas G. Baird

Seminar Family Law: Divorce

LAWS 45003 - 01 (2) x, m

This seminar will explore the substantive and procedural law aspects of a contested divorce proceeding in which custody, visitation, and finances are at issue.

Attention will also be paid to the uses and abuses of alternative dispute resolution—both public and private—in family law disputes as well as the role played by a variety of types of expert witnesses. Students will draft court papers, argue a motion, and have the opportunity to interview a potential client. Readings will be drawn from the academic literature in Family Law, Cases, Practitioner's Treatises, the academic literature on Civil procedure, and the literature on alternative dispute resolution. A visit to court-call in the Cook County Domestic Relations Division will be required for all those enrolled in the seminar.

There is no exam.

The seminar will be graded 60% on written work, and 40% on class participation and in-class exercises.

The sessions will sometimes run until 5:50 p.m. to accommodate practitioner visitors who will frequently join us for parts of our discussion.

Spring 2014 - Lisa Bernstein

Social Norms and Law

LAWS 47611 - 01 (3) c/1

This course will explore the interaction and interdependence of social norms and formal legal rules. Norms provide social rules, distinct from formal laws, of expected behavioral responses to particular situations and back up those expectations with the threat of negative sanction if an individual behaves inappropriately. Social norms also provide cognitive categories for perceiving, making sense of, and ordering one's experiences. We will examine issues such as: To what degree do different legal rules harness, enhance, displace, or subvert the substance of particular social norms and what effects follow? Should we utilize legal rules only when social norms fail to control harmful behavior? How do particular norms develop and then expand or dissipate in their influence over time and in different settings? Are norms typically generated through a widespread consensus of the members of a society, or are they the product of special interests? We will explore these issues using examples from various areas of legal doctrine, such as property, contracts and bargaining, crime, torts, and taxation.

Winter 2014 - Christopher C. Fennell

Strategic Business Partnerships

LAWS 79917 - 01 (2 to 3) x, u

As modern businesses face increasing pressure to increase innovation and speed to market while cutting costs and mitigating risk, they have increasingly recognized that the path to success includes partnering with third parties. Success in these relationships requires significant advance planning, a focus on shared goals, and the ability to capture the essence of the transaction in a legal document that is often negotiated on an accelerated time frame. Lawyers working for or with these businesses must bring more than legal expertise and negotiating skills to the table; they must also draw upon sound business principles, their knowledge of the underlying business, its core competencies and strategic needs, to implement successful and durable arrangements. This class, intended for those planning careers as either business/transactional attorneys or business leaders, will explore various alternative partnering options and how they are documented by the legal and business teams. These alternatives, intersecting law and business, will be examined, discussed, and negotiated against a backdrop of real-world business intelligence and agreements, using a publicly traded Fortune 100 retailer as the business case upon which much of the class will be based. A former CEO of the company will join the class as a guest speaker to provide business context; external attorneys involved in many of the transactions will provide occasional commentary and additional context.

Grades will be based on a series of short reflection papers, substantial in-class exercises and negotiations, and out-of-class projects.

A 2-credit option is available with permission of instructor.

Spring 2014 - David J. Zarfes; Matthew T. Myren

Strategies and Processes of Negotiations

LAWS 46702 - 01 (3) s, x, u

This simulation class aims to make you a better negotiator by giving you the analytical frameworks as well as the hands-on experience of negotiating in various roles. In addition to discussing the theoretical “science” of negotiations, you will participate in a series of increasingly complex (and fun!) exercises where you will fine tune the “art” of negotiations. You will work your way from participating in simple two-party, single issues negotiations to multi-party, multi-issue negotiations with internal (within the organization) and external (outside the organization) parties. You will learn how to categorize the problem and prepare for the negotiation; how to create value in an ethical manner; how to ensure that you capture a fair share of the value created; how to form effective coalitions; and how to apply specific tactics to overcome common biases and mistakes made by negotiators. The class will enable you to hone your personal negotiating strengths and work on your personal weaknesses by giving constant feedback showing you how your strategies and tactics worked relative to those used by your classmates. Attendance in every class is compulsory.

Grades are based on preparation, participation, reflection reports and a final project.

This simulation course will meet 10/2-11/20.

Autumn 2013 - Radhika Puri

Structuring Financial Instruments

LAWS 71400 - 01 (2) +, x, m

This seminar introduces tax, legal, accounting and economic principles relevant to the structuring of complex financial instruments – from forwards, swaps and options to convertible bonds and other securities with embedded derivatives. Throughout the seminar, different instruments designed to achieve similar economic goals will be examined to highlight the significance of structuring choices and the range of techniques available. For example, there are various instruments that can be used to approximate the economics of buying an asset, without an actual purchase of that asset. The seminar will examine how these instruments are treated differently for tax, securities law, commodities law, bankruptcy, accounting and other purposes, notwithstanding their economic similarity. Students will develop the ability to optimize transactions by selecting among existing financial products or inventing new ones. The seminar will also include discussion of policy issues.

No specific prerequisites, but introductory income tax strongly recommended, and knowledge of securities regulation, bankruptcy and accounting helpful.

Spring 2014 - Jason Sussman

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions

LAWS 71401 - 01 (3) +, s

This course covers tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) new business start up, (2) growth equity investment in existing business enterprise, (3) leveraged buyout of private or public company (including going-private transaction), (4) use of flow-through tax entity such as S corporation, partnership, or LLC for variety of venture capital or private equity financed transactions, (5) devising equity-based executive compensation program, (6) private equity financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled company's NOL after restructuring, (7) devising exit scenario for successful venture capital or private equity financed enterprise (such as IPO, SEC rule 144 sale, sale of company, or merger of company into larger enterprise), and (8) forming new venture capital, LBO, or private equity fund.

Substantive subjects 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 stock, subordinated debt, convertible

debt, convertible preferred stock, warrants, and options), all reviewed in a transactional context, and with discussion of their policy underpinnings and likely future evolution.

No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, and knowledge of corporate law, securities regulation, bankruptcy, and accounting helpful. However, the course book and the course book appendix contain adequate discussion and supplemental precedents for an understanding of the material covered by the course.

Spring 2014 - Jack S. Levin; Donald Rocab

Taxation of Corporations I

LAWS 75801 - 01 (3) +

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 2014 - David A. Weisbach

Taxation of Corporations II

LAWS 75901 - 01 (3)

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 2014 - David A. Weisbach

Technology Policy

LAWS 91311 - 01 (2 to 3) x, m

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.

By default, this seminar is 2 credits, but you can take the seminar for 3 credits if you choose to write a meaningful additional paper for 1 credit.

The syllabus for the course is at <http://picker.uchicago.edu/seminar/syllabus.htm> and the class blog is at http://picker.typepad.com/picker_seminar/.

The student's grade is based on class and blog participation.
Winter 2014 - Randal C. Picker

Telecommunications Law and Regulation

LAWS 64702 - 01 (3)

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 and/or antitrust law is helpful, but not required.

Grades will be based upon class participation, a few short reaction/advocacy papers, and a final in-class exam.

Spring 2014 - Joan E. Neal

The Commerce Clause, Policymaking, and Financial Regulation in a Digital World

LAWS 43601 - 01 (2 to 3) w, m

U.S. insurance regulation presents a unique opportunity to consider fundamental questions regarding the regulation of financial services in the modern marketplace. Insurance is unique among financial services, and all other major regulated industries, in that it has no primary federal regulator. Instead, because of a quirk in history and a controversial interplay between the Supreme Court and Congress, it continues to be regulated by the states in a unique "reverse preemption" regime established by the McCarran-Ferguson Act and subsequently reaffirmed in concept by Congress in Gramm-Leach-Bliley and Dodd-Frank. The system is cumbersome and inefficient and would seem particularly unsuited toward the modern market, particularly given the growing importance of international bodies and standards. Yet the insurance market survived the financial crisis relatively well. This paradox will be examined. Other topics will include basics on insurance regulation, including interesting debates regarding government control over financial products, such as price fixing and restrictions on efficient risk classification; and the national and international void left by the lack of a federal regulator, and the growing role of a non-governmental entity, the National Association of Insurance Commissioners, in regulation of interstate commerce, and attendant Constitutional and policy issues. Throughout the seminar, we will view this market through the prism of larger questions: the origins, meaning, and purpose of the Commerce Clause; the proper role of the Supreme Court and Congress in policymaking and Constitutional interpretation; Congress's ability to regulate interstate commerce in

an evolving financial services marketplace; and the effectiveness of hybrid federal-state approaches to setting and enforcing regulatory policy.

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 2014 - Nathaniel S. Shapo

The Evolving Relationship between the Federal Government and the States

LAWS 97604 - 01 (2) c/l, x, m

This seminar will examine the current legal parameters of federalism, with an emphasis on the policy considerations that affect and have changed the relationship between the federal government and the states. Each session will examine a separate substantive area and use case law as a starting point of a deeper discussion on how and why the rights of the states have expanded or contracted in any given area, in the context of other political and policy changes. Areas to be discussed include: public education (K-12 and Higher Education); health care; housing; transportation, the environment; and elections.

Grade will be based on class participation and a paper (12-15 pages).

Spring 2014 - Fay Hartog-Levin

The Federal Budget

LAWS 52801 - 01 (3) r, w, x, m

The budget sets the size and scope of government. It affects everything the federal government does. The United States is currently facing a budgetary crisis that will involve hard choices about government spending and taxation. This seminar will examine the federal budget process. It will start by examining the basic facts about the U.S. fiscal situation and budget, how the budget is calculated, and the process by which it is set. The seminar will then turn to central topics within the budget, such as taxation, health care, social security, and discretionary spending. Finally, it will consider budget reform proposals.

Students will be expected to write a paper on a topic related to the federal budget.

Autumn 2013 - Anup Malani; David A. Weisbach

The Grand Jury: History, Law, and Practice

LAWS 51603 - 01 (2) x, m

The grand jury is one of the least-understood institutions within the United States criminal justice system. A pre-constitutional institution with medieval English origins, the grand jury system that survives today is unique to the United States. Critics suggest that the grand jury has become an institution that is paradoxically both too powerful and obsolete, and that its independence and role as a safeguard

of liberty has been compromised. In contrast, other proposals have sought to expand the grand jury's authority to disclose its secret proceedings for national security purposes and to use grand jury evidence in parallel civil litigation. This seminar will examine critically the historical origin, development, and purposes of the grand jury. With this foundation, we will then devote most of the seminar to studying modern grand jury practice, including the law of secrecy and disclosure, parallel proceedings, the role of immunity and privileges, obstruction and false statement prosecutions, charging instruments, and the regulation of prosecutorial discretion. In doing so, we will consider the perspectives of counsel for witnesses or subjects, government prosecutors, and broader policy interests. Finally, we will consider reform proposals, alternatives to the grand jury, and how the institution may evolve.

Grades will be based on response papers together with participation and a practical exercise.

Autumn 2013 - Mark E. Schneider

The Roberts Court

LAWS 50312 - 01 (1, 2) w, x, m

Co-taught by Professor Lee Epstein and Mr. Adam Liptak (Supreme Court correspondent of the New York Times) with Judge Richard A. Posner and Professor William M. Landes also participating, this seminar will examine the contemporary Supreme Court. Topics include the Court's membership; its procedures for selecting cases for review; the role of lawyers, law clerks, and journalists; and doctrinal developments in several areas of the law.

This seminar that will meet January 10-12, as follows:

Friday, January 10, 2014: 9:00 a.m. - noon; 2:00 - 4:00 p.m.

Saturday, January 11, 2014: 9:00 a.m. - noon; 2:00 - 4:00 p.m.

Sunday, January 12, 2014: 9:00 a.m. - noon

We'll schedule two additional class sessions in the Spring quarter for paper presentations (April or May).

Winter 2014, Spring 2014 - Lee Epstein; Adam Liptak

The US-China Treaty Project

LAWS 80806 - 01 (3) w, x, m

The United States and China are engaged in the most important bilateral relationship of our era, yet the relationship remains random, fragile, and mistrustful. China's rising influence threatens to change the global status quo, and the United States is understandably concerned. If these two giants learn how to collaborate, they could conceivably solve the world's greatest problems.

Alternatively, if they elect to contest each other at every turn, the result will be global instability and crisis. Unfortunately, the Shanghai Communiqué, which helped to open China forty years ago, is no longer sufficient as a guide; a new framework is needed. The world has grown less structured and more volatile, and

the two nations are more competitive than ever. The risk of conflict is growing along with the volume of sensitive interactions. It is time for both nations to negotiate a new bargain that will guide and support the steady maturation of their high-potential, high-risk relationship. This seminar will advocate that the two nations develop a new, fifty-year treaty in the form of a strategic cooperation agreement. We will define the rationale and the case for action, draft major components of the proposed treaty, outline the pathway required for adoption, and transmit our end-product to foreign policy authorities in Washington and Beijing. Grading will be determined by class participation and by performance across three short papers. The first paper will examine best practices in bilateral treaty development; the second will focus on critical factors in the future United States - China relationship; and, the third will require drafting of key components for the proposed treaty.

Spring 2014 - Tom J. Manning

Theories of Property

LAWS 95502 - 01 (2) x, m

This seminar will provide an introduction to the most influential contemporary theories of property, as well as an opportunity to discuss how those theories might approach several important questions within property law. The first half of the seminar will survey the contending theories, including various utilitarian/welfarist theories of property, Lockean and libertarian theories, as well as Aristotelian approaches. The second half will explore various property "controversies" through the lenses of these theories. We will discuss questions such as redistribution, eminent domain, and the right to exclude.

Students will be graded on a series of reaction papers and class participation.

Spring 2014 - Eduardo M. Peñalver

Trademarks and Unfair Competition

LAWS 45701 - 01 (3)

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 2013 - William M. Landes

Trial Advocacy

LAWS 67603 - 01 (3) +, s, x, u

This class 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.

Students who have taken LAWS 67503 Intensive Trial Practice Workshop or 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.

Performance in the mock trial will count for 60% of the students' grade.

Enrollment is limited to 24 students.

Winter 2014 - Tom Dutton; Kevin Van Wart

Trusts and Estates

LAWS 45201 - 01 (3)

This course examines American systems governing the transfer of property at death and related issues, with occasional glances at other legal systems. We first address statutory schemes for intestate succession. We then contrast the relatively formalistic law of wills (including capacity, execution, modification and revocation, and interpretation) with will substitutes and other comparatively flexible non-testamentary means of transferring property at death, including trusts. We close with a look at fiduciary duties, and in particular the modern prudent investor rule. We will consider both Illinois statutes and the Uniform Probate Code and Trust Act. Recurring course themes are the idea of testamentary freedom; statutory and other constraints on the disposition of property; and legal and other responses to social and technological changes such as assisted conception, artificial life support, untraditional families, and changes in the predominant forms of wealth.

Grades will be based on participation in class discussion, contribution to the class Wiki, and a final examination.

Winter 2014 - Howard M. Helsinger; Michelle Huhnke

US Supreme Court: Theory and Practice

LAWS 50311 - 01 (2) x, m

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.

In addition to class participation, students are graded on a legal brief (generally 15-25 pages in length) and on their performance in a moot court.

Winter 2014 - Michael A. Scodro

US Taxation of International Transactions

LAWS 44601 - 01 (3) +

This course provides a survey of the US tax treatment of both inbound (foreign investment in the US) and outbound (US investment abroad) transactions. Though the principal focus of the class is on the US tax rules, some attention is paid to the interaction between US and foreign tax systems through the operation of the tax credit and tax treaties.

Introductory Income Tax is a recommended prerequisite.

Students grades will be based on a three-hour examination.

Winter 2014 - Julie Roin

Workshop: Constitutional Law

LAWS 63612 - 01 (1) a, r, w, x, m

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.

As an alternative to writing a long paper, you may write two or more extended reaction papers (i.e., 10-12 pages) to the papers presented in the workshop. You have to get our approval in advance for this option. We encourage it if you find that you have a lot to say about some of the workshop papers. If you wish to receive Writing Project (WP) credit for this option, you must submit a draft of each of the two long response papers to us and satisfactorily incorporate our suggestions.

Autumn 2013, Winter 2014, Spring 2014 - David A. Strauss; Aziz Huq

Workshop: Judicial Behavior

LAWS 63812 - 01 (1) +, a, r, m

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, six scholars from the fields of law and the social sciences will present their work. By the end of the academic year, students will produce a major research paper on judicial behavior.

The Workshop is limited to twenty law students; interested students should contact Prof. Landes (land@uchicago.edu) by the start of Autumn quarter 2013. It will meet eight times over the course of the academic year.

Autumn 2013, Winter 2014, Spring 2014 - Frank H. Easterbrook; Lee Epstein; William M. Landes; Richard A. Posner

Workshop: Law and Economics

LAWS 56012 - 01 (1) a, x, m

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 faculty. In addition to workshop sessions, which occur approximately every other week, there will be discussion sessions, which will serve as opportunities for students to engage in in-depth, informal discussion of topics in law and economics with the instructor.

This workshop does not require a research paper, but students interested in academic writing in law and economics are encouraged to use this workshop to develop their ideas.

Grading is based on the completion of a series of reaction papers.

Students enrolled in the workshop receive three credits; one in Autumn, one in Winter, and one in Spring.

Autumn 2013, Winter 2014, Spring 2014 - William H. Hubbard

Workshop: Law and Philosophy: Life and Death

LAWS 61512 - 01 (1) +, a, r, c/l, m

This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors.

Students write a 20-25 page seminar paper at the end of the year.

The course satisfies the Law School Substantial Writing Requirement.

There are approximately four meetings in each of the three quarters.

Students must therefore enroll for all three quarters.

Students are admitted by permission of the two instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.

Autumn 2013, Winter 2014, Spring 2014 - Martha C. Nussbaum; Sarah Conly

Workshop: Legal Scholarship

LAWS 78711 - 01 (3) a, c/l, x, m

This workshop may be taken for a full year on only in the fall quarter. It is open to all students, JSDs and LLMS are welcome. Both versions count as 1 seminar. Students registered for the full year are required to either write a paper of publishable quality or revise a previously written paper for publication. The goal is to prepare students for the academic job market. Special attention is paid to topic selection, how to approach working on an original (not synthetic) project, and presentation skills. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The goal is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. There will be meetings on average every other week during Winter and Spring Quarters.

The fall quarter only option is designed for several audiences: (1) students who want to decide if an academic career is for them; (2) students who wish to improve their skills as a public speaker; (3) students who want to improve their skills of critique while reading papers from a wide variety of subject areas; (4) and students who simply enjoy arguing about the law. Each week a young scholar present works-in progress and students play the role of the faculty in a faculty workshop. The class and the professor then provide feedback and suggestions to the presenter on aspects of both presentation style and the substance of the paper. The FALL ONLY version is graded on the basis of short reactions papers and class participation. The full year version may fulfill the WP or the SRP. May be taken concurrently with any other class or workshop. During Winter, the workshop is expected to meet the first four Weeks of the quarter; during Spring, the last four weeks of the quarter.

The fall only version has short reaction papers that are not for the writing credit. The full year version is writing or revising a work to publishable form and if successfully completed fulfills the requirement.

Grading is 60% written work, 40% participation.

Autumn 2013 - Lisa Bernstein

Workshop: Legal Scholarship

LAWS 78711 - 01 (1, 2) a, r, w, c/l, m

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presentation skills. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The goal is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. There will be meetings on average every other week during Winter and Spring Quarters.

The fall quarter only option is designed for several audiences: (1) students who want to decide if an academic career is for them; (2) students who wish to improve their skills as a public speaker; (3) students who want to improve their skills of critique while reading papers from a wide variety of subject areas; (4) and students who simply enjoy arguing about the law. Each week a young scholar present works-in progress and students play the role of the faculty in a faculty workshop. The class and the professor then provide feedback and suggestions to the presenter on aspects of both presentation style and the substance of the paper. The FALL ONLY version is graded on the basis of short reactions papers and class participation. The full year version may fulfill the WP or the SRP. May be taken concurrently with any other class or workshop. During Winter, the workshop is expected to meet the first four Weeks of the quarter; during Spring, the last four weeks of the quarter.

The fall only version has short reaction papers that are not for the writing credit. The full year version is writing or revising a work to publishable form and if successfully completed fulfills the requirement.

Grading is 60% written work, 40% participation.

Winter 2014, Spring 2014 - Lisa Bernstein

Workshop: Public Law and Legal Theory

LAWS 63402 - 01 (1) a, x, m

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, with an emphasis on politics, legal history, and legal theory. 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 2013, Winter 2014, Spring 2014 - Richard H. Helmholz; Alison LaCroix; Jennifer H. Nou; Eduardo M. Peñalver; Nicholas Stephanopoulos

Workshop: Regulation of Family, Sex, and Gender

LAWS 63312 - 01 (1) a, r, w, c/l, x, m

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 Winter and Spring quarters, 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.

The grade is based on a substantial paper or series of short reaction papers, with class participation taken into account. Substantial paper writers require permission of the instructor.

Undergraduates admitted only with permission of the instructor.

Winter 2014, Spring 2014 - Mary Anne Case

Writing and Research in the US Legal System

LAWS 79903 - 01 (3) x, m

In this seminar, international LLM students learn research and writing skills essential to the practice of US law. Students learn how to use these skills to win arguments, persuade clients and sharpen their own thinking. We discuss and practice the major principles of legal writing in plain English – no jargon, no legalese.

The class functions largely as a workshop where we apply multiple research techniques and analyze the impact of various writing styles.

Students meet individually with the instructor throughout the course.

Regular class attendance is mandatory.

Students must complete all assignments before the take-home examination, which determines the student's grade.

This course is open only to LLM students and satisfies the legal research and writing prerequisite for the New York Bar exam.

Autumn 2013, Winter 2014 - Elizabeth Duquette; Margaret Schilt

Young Center Immigrant Child Advocacy Clinic

LAWS 65013 - 01 (1) a, w, s

The Young Center for Immigrant Children's Rights Clinic combines international human rights, immigration law and children's rights law. Students in the Young Center clinic serve as Child Advocate (similar to a guardian ad litem) for unaccompanied immigrant children detained in Chicago detention facilities.

Unaccompanied immigrant children come to the U.S. from all corners of the world, on their own. They are apprehended – typically at the U.S./Mexico border, or through internal enforcement – then detained and placed in deportation proceedings.

Direct Client Service: Pursuant to federal law, the Trafficking Victims Protection Act, the Young Center is appointed as Child Advocate for the most vulnerable of these children (tender age children, children with mental or physical disabilities, children who have experienced extensive trauma, etc.). Law students in the Young Center Clinic are appointed by the federal government to serve as Child Advocate for individual children, and are responsible for advocating for the best interests of the assigned child on issues relating to care, custody, release, legal relief

and safe repatriation. Each student meets weekly with the child at the detention facility, and advocates on behalf of the child with federal officials, including immigration judges and asylum officers, under the supervision of Young Center attorneys. Since there currently is no substantive best interests of the child standard under the Immigration and Nationality Act, students look to state child welfare law, international human rights law, including the Convention on the Rights of the Child and UNHCR Guidelines, and the child protection laws of the child's home country. Policy Advocacy: In addition to serving as Child Advocate, clinic students have the opportunity to engage in legislative and policy advocacy aimed at improving the immigration system for immigrant children in removal proceedings. This is an especially exciting time because Congress is debating Comprehensive Immigration Reform. The Young Center will travel with students to Washington D.C. to meet with legislative officials in the Senate and the House to educate them about immigrant children and advance specific policies, including the appointment of counsel for immigrant children and incorporation of a substantive best interests of the child standard in the Immigration and Nationality Act. The Young Center Clinic admits both second-year and third-year law students. Language skills are not required, but students who speak Spanish, Mandarin, Hindi, Gujarati, Punjabi or Urdu are strongly encouraged to apply. Students who enroll in the clinic must: 1. Participate in a 2-day orientation during the first week of Autumn Quarter (Saturday & Sunday); 2. Participate in a 2-hour weekly seminar during the Autumn Quarter; 3. Participate in bi-weekly brown bag lunch meetings during the Winter and Spring Quarters. For more information about the Young Center, visit: www.TheYoungCenter.org or contact Maria Woltjen at mwoltjen@uchicago.edu or 773-702-0349 or Elizabeth Frankel at efrankel@law.uchicago.edu or 773-702-9587. Autumn 2013, Winter 2014, Spring 2014 - Elizabeth Frankel; Maria Woltjen; Xiaorong J. Wu



FACILITIES

THE LAW SCHOOL

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 soft 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

The D'Angelo Law Library provides comprehensive access to legal scholarship and information through one of the finest print and online collections in the country. The Library occupies five floors in the central tower of the Laird Bell Quadrangle. Its unique design—bookstacks and student study space surrounded by faculty offices—is a physical expression of the Law School's community of scholarship, teaching and learning. The print library, numbering nearly 700,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, current and historical sources of law and commentary, and casebooks and study aids in support of the Law School curriculum. Law students, staff and faculty also have access to the 7 million print volumes of the University of Chicago Libraries.

The Library's online collection contains 540 databases in a variety of disciplines and access to all of the major legal databases, including LexisNexis, Westlaw, Bloomberg Law, Hein Online, BNA, and CCH IntelliConnect, among others.

Wireless network availability throughout the building and login access from off campus provide unlimited access to all Library databases. Librarians connect faculty, students, and staff of the Law School with the Library's resources through in-person consultations and the D'Angelo Law Library's Web page, at <http://www.lib.uchicago.edu/e/law/>. D'Angelo staff work closely with patrons to locate materials throughout the University of Chicago library system, on the internet and around the world. D'Angelo librarians are also legal research instructors, through the Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for their experience in legal practice.



STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

More than sixty student organizations 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 20 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 *Frontiers of Consumer Protection*; *Combatting Corruption*; *Governance and Power*; *Crime, Criminal Law, and the Recession*; and *Civil Rights Law and the Low Wage Worker*. 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 students 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 Law School alumni. Ten 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 federal 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 and is comprised of five representatives from each class, two LL.M. representatives and one 2L transfer representative. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees.

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 local chapter of 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 and social opportunities for law students' spouses, significant others, and children;
- 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 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 Jesus Christ of Latter Day Saints;

the Energy Law Society, a group of students interested in educating the community about the entire spectrum of energy law issues and policy;

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 Human Rights Law Society, dedicated to learning about and practicing international human rights law;

the Intellectual Property Law Society, to promote student understanding of intellectual property;

the International Law Society, an organization for students interested in the many facets of public and private international law;

the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;

the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;

the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state, and local level;

the Law School Musical, an annual student musical with faculty guest appearances;

Law School Trivia, an annual student-faculty trivia tournament;

the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;

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 Public Interest Law Society, for students interested in public service issues;

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;

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 UChicago 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. The Law School excels at Intramural Sports and was the University's Phoenix Cup Champion for the 2011-2012 and 2012-2013 academic years. The Phoenix Cup is awarded annually to the graduate program earning the most points in sanctioned University Intramural Activities throughout the academic year (by way of participation and place).

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. Interreligious 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 J.L. 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>.

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. 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.

Approximately 99 percent of the Class of 2012 found employment within the tracking period: 68.1 percent entered private practice; 16.9 percent obtained judicial clerkships; 3.8 percent entered business; and 11.3 percent obtained positions in public service and government. During the summer of 2012, about 99.6 percent of the Class of 2013 were employed in legal positions. The majority of these

opportunities were in the private sector, 16 percent of these positions were with public service and public interest organizations, and approximately 1 percent were research assistants with professors. 100 percent of the Class of 2014 obtained law-related employment in the summer of 2012. Approximately 49 percent of this class worked in the public sector, 23 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 21 percent of this class worked in the private sector at a law firm or business, and 7 percent accepted judicial internships.

Each year, approximately 35 to 55 students and alumni accept judicial clerkships. From October Term 2002 to October Term 2013, we have had 30 graduates serve as law clerks among 10 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. Public interest-minded students also benefit from a Public Interest Speakers Panel, a faculty mentoring program, and an online index of public interest curricular offerings. The Office of Career Services is a member institution of PSJD 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-serve for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.

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 Organization Reception, and the Midwest Public Interest Law Career Conference. In addition, some public interest employers participate in on-campus interviewing 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 and public interest fellowships to graduating students, which allows them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public interest summer jobs for first-year and second-year students, and administers a generous loan repayment assistance program for graduates engaged in public service. Through the Law School's Pro Bono Program, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The Law School also fosters public service opportunities for students through the activities of the Law School's Mandel Legal Aid Clinic, the Immigrant Child Advocacy Project, the Exoneration Project, the Institute for Justice Clinic on Entrepreneurship, a new Environmental Law Clinic, and experiential learning clinics on housing and poverty law and criminal defense and prosecution.

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. In addition, the Law School hosts an annual conference for alumni preparing to go on the law teaching market.

COMPUTING SERVICES

Computing 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, print, access email, and access the Internet, including legal research through Lexis/Nexis and Westlaw.

In addition to the lab, the 4th, 5th, and 6th floors of the Law Library each contain a public terminal similar to those in the computer lab and printers for student jobs.

Most study areas in the Library are wired for connection to the campus network. Wireless network access is also available, except in the classrooms. Any student with a properly configured computer is able to access the Library on-line catalog,

email, the Internet, campus network databases, Lexis/Nexis, and Westlaw without having to use the student computer lab.

Additionally, the University makes a number of different software packages available to students free of charge under a campus licensing agreement. Students can take advantage of free or low-cost access to Microsoft products, including operating systems and Office, and Symantec anti-virus software.

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 or near University housing during their first year.

All inquiries concerning University housing should be addressed to the Graduate Student Housing Office, 5100 S. Dorchester Ave., Chicago, Illinois 60615, 773-753-2218 or fax 773-753-8054. Students are advised to apply early in order to obtain their desired accommodations.

NEW GRADUATE RESIDENCE HALL

Some 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. Most of the accommodations are single rooms with private baths. 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, an email/print kiosk, music practice rooms, laundry and exercise facilities, as well as a cable-TV 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 for 2012-13 was \$7,761 or \$9,419 per person in a single or a super-single respectively. The 2012-13 rate for a semi-single private room – two singles that share a bath – was \$7,188.

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 \$2,317 per quarter for the 2013-14 year. There is no mandatory meal plan. All rooms are furnished and share common bathrooms. More information is available at ihouse.uchicago.edu.

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 \$449 to \$1,118 monthly; those for unfurnished are from \$583 to \$1,794 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://rp.uchicago.edu/index.shtml>.

MEAL SERVICE

There are a number of places for students to dine on or near our campus. See <http://dining.uchicago.edu>. Arrangements can be made by law students to purchase Maroon Dollars through the University that can be used in the Arley D. Cathey Dining Commons next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through UChicago Dining, 773-702-1600, or at <http://dining.uchicago.edu/page/meal-plan-faq>.

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/page/family-resource-center>.

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 Student Affairs, Ida Noyes Hall, 1212 E. 59th St., Lower Level, Chicago, IL 60637, telephone: 773-795-5437.

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 University Student Health Insurance Plan (U-SHIP). Students may 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 plan 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>.

- 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 measles, mumps, rubella, and tetanus/diphtheria (three shots required for international students). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. Forms and more information are at healthcare.uchicago.edu/page/vaccinations-required-enrollment. They must be returned by mail or in person. They cannot be returned electronically.

During the fourth week of the first quarter of enrollment, students who are not yet compliant are informed that their subsequent registration will be restricted if they have not completed this requirement by the eighth week of the quarter. Students are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc.

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 <http://studentmanual.uchicago.edu>. Topics covered include:

- Civil Behavior in a University Setting
- Statement of Nondiscrimination
- Policy on Unlawful Discrimination and Harassment
- Sexual Assault Policy
- Hazing Policy
- Campus Violence Prevention Policy and Threat Assessment Team
- Disability Accommodation Protocol
- Graduate Student Parent Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Inventions and Discoveries
- 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 2013–2014 is \$52,368 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 \$24,411 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 75 percent 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 University of Chicago Application for Graduate Loans and Federal Assistance. 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, Direct Unsubsidized Loans, and Direct 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

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$74,280 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.

J.S.D. STUDENTS

All students in the J.S.D. Program receive Law School scholarship funds to cover their full tuition charges and a fellowship of \$15,000 for living expenses.



INFORMATION FOR APPLICANTS

PREPARATION FOR THE STUDY OF LAW

Each entering class includes a diverse range of undergraduate majors and 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 (LSAC) 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 LSAC Electronic Application, available at www.lsac.org. The application fee is \$75 and may be paid electronically by credit card when you submit your application through LSAC. Applications can be submitted starting September 1.

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, 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. Applications received for Regular Decision will be considered on a rolling basis once all required

materials have been received. Any applications received after February 1 will be considered on a space-available basis. We consider applications in the order that 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 LSAC 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 Credential Assembly Service 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 Credential Assembly Service. All applicants are required to register with LSAC's Credential Assembly Service ("CAS") for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at 215/968-1001 or www.lsac.org. For more information and guidance on the required application materials, please visit www.law.uchicago.edu/prospective.

Financial Aid. The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants who wish to have financial need factored into their evaluation for scholarship aid must complete the Need Access Application online at www.needaccess.org. For questions about Need Access, contact the Access Group at 800-282-1550. Please visit <http://www.law.uchicago.edu/prospective/financialaid> for applicable deadlines.

Interviews. The Admissions Committee may invite applicants to interview, but does not grant requests for interviews.

Visits. We encourage all prospective applicants to visit the Law School. In the fall, we conduct information sessions for prospective applicants and have student-led tours throughout the academic year on Mondays and Fridays; 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 student cohort at 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 honors at graduation based on their two years of academic work at the Law School. Transfer applicants must apply electronically using the LSAC electronic application. Please visit our website at www.law.uchicago.edu/prospectives/transfer 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, 2012-2013

DEGREES CONFERRED BETWEEN SEPTEMBER 1, 2012, AND AUGUST 31, 2013

FOR THE DEGREE OF MASTER OF LAWS

Elise Janet Adams	Carl Michael Kröber
Ezgi Babur	Fanis Krystallis
María Laura Bolatti Cristófaró	Yasushi Kudo
Konstantin Bondarenko	Jung Yun Lee
Alissa Christine Cantrell	Min Li
Xinxing Chen	Siyu Liu
Pauline Marie Cougoulic	Zhuang Liu
Sophie Cecile Marguerite Andree	Daria Lopatina
Ghislaine Delwaide	Ling Lu
Yi Ding	Robert James Maloney Derham
Dichun Duan	Federico Martens Alva
Melissa Erdogdu	Evgeny Maslennikov
Guillermo Edinson Flores Borda	Carolina Andrea Matthei Da-Bove
Michael John Frese	Leila Morshed Mohseni
Shivangi Gangwar	Marco Antonio Muñoz Chamy
Marcos David Garcia Domínguez	David Nguyen
Antonio Garcia R. Medeiros	Feifei Ning
Netto, Jr.	Maria de los Angeles Padilla Zubiria
Caio Gargione Habice Prado	Yuhao Pan
Clara Gazzinelli de Almeida Cruz	Victoria Pernt
Daniel Alejandro Gonzales La Rosa	Vinícius Matarazzo Picanço
Felipe Guimaraes de Castro Prado	Paul William Ramsey Calle
Robert Edward Hare	Pedro Ignacio Rencoret Gutiérrez
Pakawat Hemrachatanant	Cecilia Andrea Rinaldi
Gert-Jan Hendrix	Prashant Roy
Megan Cerissa Howery	Fuad Taufik Rumié Pérez
Ana Cristina Izu Medeiros	Miranda Constanza Saldaña
Changho Kim	Izquierdo
Peter Sebastian Klormann	Motoya Sasaki
Jorge Roylei Kou	Shashvata Shukla
Tatsuya Koyama	Nilesh Sinha

Yusuke Suehiro
Yuko Tanaka
Andre Thiollier
Kazuaki Tobioka
Juan Tomas Turner Fabres

Olivier M. J. M. G. Van Wouwe
Lorenzo Vitali
Hagay Volvovsky
Bernd Olaf Alexander von
Schwander

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Rodrigo Jose Delaveau Swett

FOR THE DEGREE OF DOCTOR OF LAW

Joshua Phares Ackerman **†‡
Renee Ahlers
Bernardo Oscar Ainza
Motunrayo Dideolu Akinmurele
Andrea Alvarez
Jalpit Rajnikant Amin
Ariane Aimée Pont Andrade
Jessica Jean Arett
Robert Wallace Armstrong, Jr.
Katherine Nicole Arnold
Taimoor Khalid Aziz
Omobola Abike Babarinsa
You Rim Bak
Catherine Agnes Barrett
Rachel Cedrone Bell
Joshua Louis Benesh **‡
Alexander William Bergersen
Patrick Joseph Bisenius *
Chelsea L. Black
William Cody Black
James Ian Blackwood
Kevin Robert Block
Avryl Allycia Blum
Gabriela Cristina Botifoll
Samuel Turner Silk Boyd * †‡

Matea Bozja * ‡
Alexia Renee Brancato
Gabriel Lee Broughton
Caitlin D. Brown
Collette Alison Brown
Fowler Brown, Jr.
Valerie Catherine Byrne
Alexander Hammill Bystryn *
Jennifer Hope Chemel
Tony Leon Chen
Xiaobo Chen
Carmelo George Chimera
Edward Choi
Cara Brown Chomski
Alexa Chu Clinton *
Patrick James Connolly
Neil Harris Conrad *
Kay Lynn Dawson
Frederick W. De Albuquerque *
Stephanie Alexandra de Padua
Samuel Deddeh
Andrew Patrick Dixon *
Meredith Elizabeth Dodd
Caitlin Marie Donnelly
Jeffrey Ray Dunifon

Chelsea Justine Durgan
Austin Duus
Samuel Earl Eckman **†‡
Laura Jean Eichten *
Michelle M. Ellis
Blake Edward Fallar *
Joshua Andrew Feiger
Jason Adam Feld *†‡
Lauren Nicole Fladger
Ehren Michael Fournier *
Ethan Drew Frenchman *
Katharine Anne Funkhouser
Robert Stephen Galbo
Philip Vincent Giglio
Nathan Scott Gimpel *
Ishmael Anthony Green
Nathan Samuel Greenberg
Robert Allen Greer
Patrick Demetrios Grindlay
Peter Albert Gutsche
Stephen Brendan Hagenbuch *†‡
Osama Emad Hamdy
Joseph Michael Hammon
Robert Gardner Hammond
Richard Hanania
Caleb J. Hanlon
Melanie Beth Harmon *
Christine Nicole Harvat *
Maria Ann Hassett
Christopher Steph Heasley *
Ryan Matthew Hehner ** †‡
Graham George Hulton Hennessey *
Patrick Ryan Herndon
Alejandro Alfonso Herrera
Danielle Christine Hildreth *
Samuel Hollander
Rebecca Margaret Taylor Horwitz
Bradley George Hubbard *†‡

Kara Danielle Hughley
Chaclyn Ray Hunt
Alina E. Iarve
Todd Takashi Itami
Abigail Catherine Johnson
Jeremy Eugene Jones
Maxwell B. Kampfner-Williams
Philip Andrew Kappell *
Si Hyun Kim
Jeremy Scott Klein
Courtney Lynn Kleshinski
Remi Paul Korenblit **†‡
Nina Kostyukovsky
Jessica Ryan Krull
Jayeeta Kundu
David Joseph Kurczewski
Robert Binford La Manna
Sonia Lahr-Pastor
Daniel Lansberg-Rodriguez
Kyle Andrew Lawrence
Hilary Anne Leewong *
Samuel Bruce Leinweber
Dustin Arthur Liddle
Daniel S. Lim
Kerri-Ann Limbeek
Jennifer Marie Lin
Meg Kalikman Lippincott
Alexandra Marjorie Lucas
Gregory Stephen Lucas *
Asher Harrison Luzzatto
Lea Christine Madry
Owais M. Mahesri
Joshua Patrick Mahoney *
Meredith Leigh Mann *
Heather Ann Mapes
Catherine Mary Matloub
Sonali Rema Mehta Maulik
Timothy Del McDevitt *†‡

Casey James McGushin *
 Jack Mitchell McNeily
 Taylor A. R. Meehan **†‡
 Shaton Cecilia Menzie
 Brittany A. Merrill
 Jessica Alma Michaels *
 Renard C. Miller, Jr.
 Lauren Marie Modelski
 Benjamin Abraham Montañez
 Christopher Stephen Mortorff
 Angus Fei Ni *
 Brett Robert Nolan **†‡
 Stephanie Ellen Norton *
 Sarah Elise Nudelman
 Maria de las Victorias Ortuondo
 Kimball Dean Parker
 Anthony Daniel Pastore *
 Elizabeth Lee Payne
 Maria Teresa Pellegrini
 Joycelyn S. Peyton
 Tiffany Xuanphuong Phan
 David Yoonsung Pi
 Timothy Conrad Pickert *
 Jennifer Wilcynski Plagman
 Miranda Poonai
 Andrew Leighton Porter
 Matthew Larsen Porter
 Christina Nicole Prassas
 Kimberly Michele Rhoten
 Eliza Clark Riffe
 Harry Tomás Rimalower
 Andrew William Robb *
 Ian David Rogers *
 Evan Michael Rose **†‡
 Garrett Robert Rose **†‡
 Meredith Filak Rose
 Marilyn Boskey Rosen
 Patrick Matthew Roy *

Graham William Safty ***†‡
 Mark Alan Sater *
 Ingrid Elise Scholze
 Scott Andrew Schonfeld
 Laura Anne Sexton *†‡
 Sean Michael Sharp
 Diane Aimee Shrewsbury
 Ashley Brooke Simmons *
 Adam James Sitte
 Peter Carmen Soldato
 Adam Howard Solomon
 Jonathan C. Spendlove
 Sarah Margaret Staudt *
 Nicolas W. Steenland
 Adam Michael Susser *
 Robert Hallock Svensk *
 Charles Andrew Talpas
 Nathan Arlen Tanner *†‡
 Jeffrey Allan Tate
 Daniel Taylor-Cohart *
 Natalie Deyo Thompson *
 William Thomas Thompson **†‡
 Laura Lee Thornton
 Jean Katharine Tinkham **†‡
 Emily Ann Underwood *
 Emily Catherine Van Wyck
 Jonathan David Volk *
 Tessa Suzanne Walker
 Adam Shere Wallwork *
 Vania Wen Wang
 Aaron Russell Wegrzyn *
 Kevin John Wessel ***†‡
 Erin Elizabeth-marie Whalen
 Elizabeth Heather White *
 Morgan White-Smith **†‡
 Jonathan L. Wiggins, Jr.
 John Mason Wilkes *
 Paxton J. Williams

Jaime T. Willis		Michael Z. Zhu	
Christine Michelle Woodin *		Tammy T. Zhu	
David Thomas Woolston *			
Mishan Raini Wroe *	*	Honors	
Yichen Wu	**	High Honors	
Catherine Liuyi Yang	***	Highest Honors	
Noah Butler Yavitz **†‡	†	Order of the Coif	
Adrienne Nicole Young	‡	Kirkland & Ellis Scholar	
Kenneth Alan Young *			
Justin Yu *			
Charles David Zagnoli **†‡			

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2012-2013

American University	1	California State University - Los Angeles	2
Amherst College	3	Carthage College	1
Arizona State University	4	Case Western Reserve University	1
Barnard College - Columbia	1	China University of Political Science and Law	1
Baruch College	1	Claremont McKenna College	3
Baylor University	2	Clemson University	2
Bentley University	1	Colby College	1
Bethel College - Kansas	1	College of the Holy Cross	1
Binghamton University	1	College of William and Mary	3
Bluffton College	1	Columbia University - Columbia College	6
Boston College	2	Cornell University	9
Bowdoin College	2	Creighton University	2
Bowling Green State University	1	Dartmouth College	5
Brandeis University	2	Davidson College	2
Brigham Young University	11	DePaul University	3
Brown University	9	Drake University	1
Bucerius Law School	1	Duke University	8
Buchmann Faculty of Law	1		
Butler University	4		
California Institute of Technology	1		
California Polytech State	1		

East China University of Political Science and Law	4	Kalamazoo College	3
Emory University	6	Kansas State University	1
Escuela Libre de Derecho	1	Katholieke Universiteit Leuven	1
Faculdade de Direito Milton	1	Keio University	1
Florida State University	8	Kent State University	1
Galatsaray Universitesi	1	Kenyon College	2
George Mason University	1	Knox College	1
George Washington University	8	Kyoto University	1
Georgetown University	11	Lomonosov Moscow State University	1
Georgia College & State University	1	Loyola Marymount University	2
Georgia Institute of Technology	2	Loyola University - Chicago	2
Georgia State University	1	Marquette University	1
Gonzaga University	2	Marywood University	1
Grinnell College	1	Massachusetts Institute of Technology	1
Gujarat National Law University	1	Miami University of Ohio	3
Hampton University	1	Michigan State University	3
Harvard University	7	Middleburg College	1
Haverford College	3	Mount Holyoke College	1
Hebrew University of Jerusalem	2	National Academy of Legal Studies and Research University of Law	1
Hope College	1	National and Kapodestrian University of Athens	2
Howard University	3	National Taiwan University	1
Humboldt-Universitaet zu Berlin	1	National University of Singapore	1
Hunter College - CUNY	2	New School University	1
Idaho State University	1	New York University - College of Arts and Sciences	6
Illinois Institute of Technology	2	New York University - Gallatin School of Individualized Study	2
Indiana University - Bloomington	7	Northwestern University	16
Indiana University of Pennsylvania	1	Ohio State University - Columbus	6
Instituto Tecnológico Autónomo de México	1	Oxford University	1
Iowa State University	3		
James Madison University	1		
Jiagsu Science and Technology	1		
Johns Hopkins University	7		

Peking University	5	Stony Brook University	1
Pennsylvania State University	3	Swarthmore College	5
Pepperdine University	1	Symbiosis Society's Law College	1
Pomona College	3	Tel Aviv University	1
Pontificia Universidad Católica de Chile	3	Temple University	1
Pontificia Universidad Católica del Perú	2	Texas A & M University - College Station	3
Pontificia Universidade Católica de São Paulo	6	Texas Tech University	1
Princeton University	5	Touro College	1
Purdue University - West Lafayette	1	Truman State University	2
Queen Mary University of London- Humboldt University-Berlin	1	Tsinghua University	1
Queens College	1	Tufts University of Arts and Sciences	4
Reed College	1	Tulane University	4
Renmin University of China	1	Universidad Anahuac	1
Rice University	2	Universidad Austral de Chile	2
Rollins College	1	Universidad de Buenos Aires	2
Ruprecht-Karls - Universität Heidelberg	1	Universidad de Chile	2
Rutgers University School of Arts & Sciences	1	Universidad de Lima	1
Saint Louis University	1	Universidad Iberoamericana	1
Scripps College	1	Universidad Panamericana	1
Shahid Beheshti University	1	Universidade de São Paulo	1
Southern Methodist University	1	Università Cattolica del Sacro Cuore di Milano	1
Spelman College	1	Universitas Indonesia	1
St. John's College	1	Universität Wien	2
St. Joseph's College	1	Université de Paris V Science-Po Rennes	1
St. Louis University	1	Université Libre de Bruxelles	1
Stanford University	7	Universiteit Gent	1
State University - Higher School of Economics	2	University College Dublin	1
		University Montpellier	1
		University of Akron	1
		University of Alabama	1

University of Alberta	1	University of Michigan - Ann Arbor	11
University of Amsterdam	1	University of Minnesota - Minneapolis	3
University of Arizona	1	University of Minnesota - Twin Cities	1
University of Arkansas - Fayetteville	1	University of Missouri - Columbia	5
University of British Columbia	1	University of Nebraska - Lincoln	2
University of California - Berkeley	22	University of Nevada - Las Vegas	1
University of California - Irvine	2	University of New Hampshire	1
University of California - Los Angeles	14	University of North Carolina - Chapel Hill	5
University of California - San Diego	2	University of Northern Iowa	1
University of California - Santa Barbara	1	University of Notre Dame	13
University of California - Santa Cruz	1	University of Oklahoma	2
University of Cambridge	1	University of Oregon	2
University of Cape Town	1	University of Otago	2
University of Chicago	34	University of Pavia	1
University of Colorado - Boulder	3	University of Pennsylvania	14
University of Colorado - Colorado Springs	1	University of Pittsburgh	1
University of Connecticut - Storrs	1	University of Puget Sound	1
University of Dayton	2	University of Queensland	1
University of Denver	2	University of Rochester	1
University of Florida	13	University of Saint Thomas	3
University of Georgia - Athens	3	University of Scranton	1
University of Illinois - Urbana	17	University of Southern California	10
University of Iowa	2	University of Sydney	1
University of Kansas	1	University of Tennessee - Knoxville	2
University of Kentucky - Lexington	1	University of Texas - Austin	5
University of Louisville	1	University of Texas - Dallas	1
University of Maryland - College Park	4	University of Texas - El Paso	3
University of Massachusetts - Amherst	1	University of Tokyo	5
University of Miami	7	University of Tulsa	1
		University of Utah	1
		University of Virginia	4

University of Washington	7	Wesleyan University	4
University of Wisconsin - Green Bay	1	West Bengal National University of Judicial Sciences - Kolkata	1
University of Wisconsin - Madison	14	Wheaton College - Illinois	2
University of Wyoming	1	Willamette University	1
Vanderbilt University	2	Williams College	4
Vassar College	1	Xavier University	1
Wabash College	1	Yale University	6
Wake Forest University	3	Yeshiva University	2
Waseda University	1	Yonsei University	1
Washington University	7		
Wellesley College	2		

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2012-2013

I. STATES

Alabama	3	Maine	2
Alaska	2	Massachusetts	10
Arizona	8	Maryland	14
Arkansas	1	Michigan	24
California	90	Minnesota	15
Colorado	11	Mississippi	1
Connecticut	4	Missouri	13
Florida	38	Nebraska	3
Georgia	10	New Hampshire	4
Hawaii	2	New Jersey	13
Idaho	1	New York	33
Illinois	97	North Carolina	7
Indiana	12	Ohio	23
Iowa	8	Oklahoma	3
Kansas	7	Oregon	8
Kentucky	3	Pennsylvania	19
Louisiana	3	Rhode Island	1

South Carolina	1	Washington	5
South Dakota	2	Washington, D.C.	10
Tennessee	11	Wisconsin	19
Texas	28	Wyoming	1
Utah	12		
Virginia	14		

II. COUNTRIES

Argentina	4	Japan	8
Australia	3	Luxembourg	1
Austria	2	Mexico	6
Belgium	3	Netherlands	1
Brazil	8	New Zealand	2
Canada	6	Pakistan	1
Chile	6	Peru	3
China	16	Romania	1
France	1	Russia	3
Germany	3	Singapore	1
Greece	1	South Africa	1
India	5	South Korea	5
Indonesia	1	Taiwan	1
Iran	1	Thailand	1
Ireland	1	Turkey	1
Israel	4	United Kingdom	1
Italy	3		
Jamaica	1		



FACULTY SCHOLARSHIP 2012-2013

DANIEL ABEBE

"Foreign Affairs Federalism: A Revisionist Approach," 65 *Vanderbilt Law Review* 723 (2013) (with Aziz Huq).

"The Global Determinants of Foreign Affairs Law," 49 *Stanford Journal of International Law* 1 (Winter 2013).

CLIFFORD ANDO

Cities and Gods: Religious Space in Transition (Peeters 2013) (editor with Ted Kaizer).

Dossier: Serments et paroles efficaces (Métis, n.s. v. 10) (EHESS 2012) (editor with Nicole Lanérés).

"Constitutionalism, Ancient And Modern: The Origins and Import of Republican Constitutionalism," 34 *Cardozo Law Review* 917 (2013).

Review of Timothy Barnes, *Constantine: Dynasty, Religion and Power in the Later Roman Empire*, 117 *American Historical Review* 1277 (2012).

Review of Calcidius: *Commentaire au Timée de Platon. Histoire des doctrines de l'antiquité classique* 42, and Brent D. Shaw, *Sacred Violence: African Christians and Sectarian Hatred in the Age of Augustine*, *Bryn Mawr Classical Review* 20 (2012).

Review of Detlef Liebs, *Summoned to the Roman Courts: Famous Trials from Antiquity*, 31 *Law & History Review* 267 (2013).

Review of Marie Cabaud Meaney, *Simone Weil's Apologetic Use of Literature: Her Christological Interpretations of Ancient Greek Texts*, 109 *Modern Philology* 207 (2012).

Review of Eric M. Orlin, *Foreign Cults in Rome: Creating a Roman Empire*, and Olga Tellegen-Couperus, ed., *Law and Religion in the Roman Republic*, 38 *Religious Studies Review* 235 (2012).

"The Roman City in the Roman Period," in Stéphane Benoist, ed., *Rome, A City and Its Empire in Perspective: The Impact of the Roman World through Fergus Millar's Research* (Brill 2012).

DOUGLAS G. BAIRD

Cases, Problems, and Materials on Contracts, 10th edition (Foundation Press 2013) (with John P. Dawson, William Burnett Harvey, and Stanley D. Henderson).

Reconstructing Contracts (Harvard University Press 2013).

"Bankruptcy Step Zero," 2012 *Supreme Court Review* 203 (with Anthony Casey).

"Law, Commerce, and Gender in Trollope's *Franley Parsonage*," in *Subversion and Sympathy: Gender, Law, and the British Novel* 207, Martha C. Nussbaum and Alison L. LaCroix, eds. (Oxford University Press 2013).

"No Exit? Withdrawal Rights and the Law of Corporate Reorganizations," 113 *Columbia Law Review* 1 (2013) (with Anthony Casey).

"Precontractual Disclosure Duties under the Common European Sales Law," 50 *Common Market Law Review* 297 (2013).

GARY S. BECKER

"Chapter 11: The Capture Theory of Regulation," in *The Nuclear Enterprise*, George P. Shultz and Sidney D. Drell, eds. (AEI 2012).

"And the Cliffs Keep Coming," *Hoover Digest* 36 (Spring 2013).

"Contrived Inequality," *Hoover Digest* 23 (Summer 2013).

"The Drug War and the Damage Done," *Hoover Digest* 146 (Spring 2013) (with Kevin M. Murphy).

"Have We Lost The War On Drugs?" *Wall Street Journal* C1 (January 5 2013) (with Kevin M. Murphy).

"How to Ignite Growth (It's Not a Mystery)," *Hoover Digest* 9 (Summer 2013) (with George P. Shultz, Michael J. Boskin, John F. Cogan, Allan H. Meltzer, and John B. Taylor).

"Lifting All Boats," *Hoover Digest* 46 (Fall 2012).

"A Market Solution to Immigration Reform," *Wall Street Journal* A15 (March 2, 2013) (with Edward P. Lazear).

"On the Border, New Realities," *Hoover Digest* 79 (Summer 2013).

"Paying for Tissue: Net Benefits," 337 *Science* 1292 (2012) (with Scott D. Kominers and Jennifer Sills).

"A Price on Citizenship," *Hoover Digest* 83 (Summer 2013) (with Edward Paul Lazear).

“Should Immigrants Pay at the Gate?” *Hoover Digest* 135 (Winter 2013).

“A Theory of Competition among Pressure Groups for Political Influence,” in 2 *The Economics of Free Trade*, Gary Hufbauer and Kati Suominen, eds. (Elgar 2012).

“Why the Dismal Science Deserves Federal Funding,” *Wall Street Journal* A11 (August 10, 2012) (with James J. Heckman).

“Why We Support a Revenue-Neutral Carbon Tax,” *Wall Street Journal* A19 (April 8, 2013) (with George P. Shultz).

OMRI BEN-SHAHAR

“How Insurance Substitutes for Regulation,” 36 *Regulation* 36 (Spring 2013) (with Kyle D. Logue)

“Introduction: A Law and Economics Approach to European Contract Law,” 50 *Common Market Law Review* 3 (Special Issue 2013).

“Outsourcing Regulation: How Insurance Reduces Moral Hazard,” 111 *Michigan Law Review* 197 (2012) (with Kyle D. Logue).

“Regulatory Techniques in the Consumer Protection: A Critique of European Consumer Contract Law,” 50 *Common Market Law Review* 109 (2013) (with Oren Bar-Gill).

“Reversible Rewards,” 15 *American Law and Economics Review* 156 (2013) (with Anu Bradford).

LISA BERNSTEIN

“Copying and Context: Tying as a Solution to the Lack of Intellectual Property Protection of Contract Terms,” 88 *New York University Law Review Online* 1 (May 2013).

“An (Un)common Frame of Reference: An American Perspective on the Jurisprudence of the CESL,” 50 *Common Market Law Review* 169 (Special Issue 2013).

ANTHONY CASEY

“Bankruptcy Step Zero,” 2012 *Supreme Court Review* 203 (with Douglas G. Baird).

“No Exit? Withdrawal Rights and the Law of Corporate Reorganizations,” 113 *Columbia Law Review* 1 (2013) (with Douglas G. Baird).

DIPESH CHAKRABARTY

“Human Agency in the Anthropocene,” 50 *Perspectives on History* 35 (2012).

"Museums in Late Democracies," in *The Visual Culture Reader*, Nicholas Mirzoeff, ed. (Routledge 2013).

RONALD H. COASE

"Saving Economics from the Economists," 90 *Harvard Business Review* 36 (December 2012).

JANE DAILEY

"Almighty," Review of *God Created the Races: Christianity, Interracial Marriage, and American Law*, 78 *Journal of Southern History* 767 (August 2012).

"Is Marriage a Civil Right? The Politics of Intimacy in the 'Jim Crow' Era," in *The Folly of Jim Crow: Rethinking the Segregated South*, Stephanie Cole and Natalie J. Ring, eds. (Texas A&M University Press 2012).

FRANK H. EASTERBROOK

"Dialogue with Federal Judges on the Role of History in Interpretation," 80 *George Washington Law Review* 1889 (November 2012).

"Federalism and Commerce," 36 *Harvard Journal of Law & Public Policy* 935 (Summer 2013).

"Plea Bargaining is a Shadow Market," 51 *Duquesne Law Review* 551 (2013).

"The Race for the Bottom in Corporate Governance," in 2 *The History of Modern U.S. Corporate Governance* 610 (Elgar 2011).

RICHARD A. EPSTEIN

"Can Technological Innovation Survive Government Regulation?" 36 *Harvard Journal of Law and Public Policy* 87 (2013).

"Constitutional Ratemaking and the Affordable Care Act: A New Source of Vulnerability," 38 *American Journal of Law and Medicine* 243 (2012)

Defining Ideas columns, Hoover Institution,
<http://www.hoover.org/publications/defining-ideas>.

"The Deserved Demise of FCA (and Why the NLRA Should Share its Fate)," in *Research Handbook on the Economics of Labor and Employment Law* 177, Cynthia L. Estlund and Michael L. Wachter, eds. (Edward Elgar 2012).

"Free Trade and Free Immigration: Why Domestic Competitive Injury Should Never Influence Government Policy," 80 *University of Chicago Law Review* 201 (2013).

"Harmonization, Heterogeneity and Regulation: CESL, the Lost Opportunity for Constructive Harmonization," 50 *Common Market Law Review* 207 (2013).

"Inside the Coasean Firm: Why Variations in Competence and Taste Matters," 54 *Journal of Law and Economics* S41 (2012).

"The Irrelevance of the Hand Formula: How Institutional Arrangements Structure Tort Liability," in *Liber amicorum Boudewijn Bouckaert* 65, Jef De Mot, ed. (die Keure 2012).

"The Natural Law Bridge between Private Law and Public International Law," 13 *Chicago Journal of International Law* 47 (2012)

"The Perilous Position of the Rule of Law and the Administrative State," 36 *Harvard Journal of Law and Public Policy* 6 (2013).

"The Property Rights Decisions of Justice Sandra Day O'Connor: When Pragmatic Balancing is Not Enough," 1 *Property Rights Conference Journal* 177 (2012).

"The Role of Accreditation Commissions in Higher Education: The Troublesome Case of Dana College, Symposium: Understanding Education in the United States," 79 *University of Chicago Law Review* 83 (2012)

"The Rule of Lawyers," Review of Steven J. Harper, *The Lawyer Bubble, The Wall Street Journal* A13 (May 6, 2013).

"Unifying Copyright: An Instrumentalist's Response to Shyamkrishna Balganesh," 125 *Harvard Law Review Forum* 120 (2012)

"Why There is No Milton Friedman Today," 10(2) *Econ Journal Watch* 175 (May 2013), available at <http://econjwatch.org/articles/why-there-is-no-milton-friedman-today>.

LEE FENNELL

"A Comment on Orin Kerr's 'A Theory of Law': An Analogic Theory of Law," 16 *Green Bag* 226 (2013)

"Crowdsourcing Land Use," 78 *Brooklyn Law Review* 385 (2013).

"Options for Owners and Outlaws," 1 *Brigham-Kanner Property Rights Conference Journal* 239 (2012).

"Picturing Takings," 88 *Notre Dame Law Review* 57 (2012).

"The Problem of Resource Access," 126 *Harvard Law Review* 1471 (2013).

"Property in Housing," 12 *Academia Sinica Law Journal* 31 (2013).

TOM GINSBURG

International Commercial Arbitration in Asia, 3rd edition (Juris Publishing 2013) (edited with Philip J. McConaughay and Shahla Ali).

The Japanese Legal System: An Era of Transition (Robbins Collection 2013) (edited with Harry Scheiber).

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SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2012-13

For updates on recent activities and achievements of the clinical programs, see <http://www.law.uchicago.edu/clinics> and <http://www.law.uchicago.edu/clinics/advocateblog>.

ABRAMS ENVIRONMENTAL LAW CLINIC

The clinic successfully represented Prairie Rivers Network (PRN), an Illinois-oriented water quality organization based in Champaign-Urbana, and their affected members in an administrative challenge to a mining permit issued by the Illinois Department of Natural Resources (IDNR) to Macoupin Energy's Shay 1 coal mine in Carlinville, IL. This mine has a long history of polluting ground and surface waters, and in 2011 the Illinois EPA (IEPA) issued 40 notices of violation to the mine for such infractions. After winning our response to the company's motion to dismiss and on the brink of exchanging production requests and responses to interrogatories, our client settled with IDNR and the company. The settlement agreement required the IDNR to issue the permit to the company conditionally -- as it was legally required to in the first place. As a result, if the IEPA communicates to the IDNR that the IEPA is not satisfied with how the company is working to resolve the environmental violations, then the IDNR must initiate the process to rescind the mining permit. This agreement strengthens the hand of the environmental regulators and citizens. The clinic continues to work on issues related to the mine with PRN and affected members.

Representing Openlands, the Sierra Club and Prairie Rivers Network, the clinic is suing the IDNR and Mississippi Sand LLC to prevent Mississippi Sand from moving forward with a sand mine that would be immediately adjacent to Starved Rock State Park, arguably Illinois' best state park and one which tens of thousands visit each year to see the canyons, waterfalls and fall colors. The fine sand will be used for hydrologic fracturing, as known as "fracing"; there is evidence that the silica can lead to silicosis, a condition like asbestosis. The plaintiff organizations allege that the IDNR and the company failed to follow requirements in the mining statutes before the issuance of the permit, that the IDNR failed to provide sufficient due process to plaintiffs' members whose property interests will be affected, and that the IDNR failed to follow procedures designed to protect threatened and endangered species. As a result, plaintiff organizations allege that their members will suffer property, economic, health and aesthetic use injuries. The parties have traded various motions, responses and replies, and the case is currently before Judge Schmidt in Sangamon County (Springfield, IL).

In addition, among other projects the clinic has worked to improve water quality at Illinois' Lake Michigan beaches and to protect access to Indiana's Lake Michigan

beaches. First, in conjunction with the Alliance for the Great Lakes, we submitted a comment letter to the IEPA in which we criticized IEPA's proposed approach for addressing bacteria problems along Lake Michigan beaches. IEPA essentially has decided to go with a single, long-term measure of water quality, rather than using that approach plus a shorter term measure that would protect public health from spikes in bacteria. IEPA regulations and US EPA guidance and policy show that it is better to use both approaches (or the belt and suspenders) rather than just the one. The Alliance for the Great Lakes and the clinic have been the only environmental organizations fighting IEPA on this issue to date. And of course, we believe that it will affect the public health risks for tens of thousands of Chicagoans who use the public beaches each summer and hundreds of thousands of people over time. Second, the clinic worked with NRDC, other environmental organizations, and local citizens to fight off an effort from certain beachfront residents in Long Beach, IN to prevent public access to beaches there, despite long-standing custom and clear rights to public access.

About her experiences in the clinic during the past two years, one graduating student wrote: "The cases I worked on at the clinic required me to apply and synthesize many of the concepts I had learned in courses at the law school, such as Legal Research and Writing, Environmental Law, Administrative Law and Constitutional Law. More importantly though, the clinic work challenged me to learn many practical skills not taught in classes. For instance, I drafted several motions during pre-trial stages and drafted discovery requests and responses, while also doing some of the less exciting discovery tasks of a young lawyer like document review. These are all assignments that are typically required of litigation associates, but it is difficult to otherwise experience and learn these things before joining a firm. The clinic also gave me the opportunity to interact directly with clients (on an almost daily basis at times) and opposing counsel and even to participate in settlement negotiations with regulatory agencies. In addition, the size of most cases at the clinic allows students to gain a lot of experience working on teams with their classmates and learning to manage and delegate tasks to meet filing deadlines."

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY

The Civil Rights and Police Accountability Project won summary judgment on behalf of a family who was abused by a group of Chicago police Special Operations Section officers engaged in a civil rights conspiracy to target vulnerable individuals for false arrest, illegal search of their bodies and homes, malicious prosecution, and robbery, and then submit false reports to cover up their crimes. One of our clients, a young father, was forced to miss the first year of his son's life, as he languished in County Jail as a result of the officers' abuse. The students' achievement, led by **Ethan Frenchman** and **Sam Boyd**, is particularly remarkable, because winning a plaintiff's judgment on summary judgment is virtually unheard of in federal police

misconduct litigation. Clinic students will try the damages portion of this case before a jury in federal district court later this year. At trial students will seek to present research on the impunity with which the officers preyed on poor families in order to support our clients' claims for punitive damages and to create conditions for police reform in Chicago.

A team of Clinic students sowed the seeds of a youth campaign to increase police accountability and improve relations between youth and police. Clinic students have worked intensively over the course of the past year with high school students in media production classes at Hyde Park High School in a collaborative project with the Invisible Institute that has also attracted students from other Departments in the University. The Chicago Tribune ran a front page feature story about the project in the spring. Clinic students are in the final stages of producing a short documentary film highlighting high school students' experience with law enforcement stop and search practices. The video dramatizes important human and public safety costs that have largely been absent from national debates about stop and frisk. Before wider release, students plan to present the video to a committee of Illinois policymakers that addresses issues of racial profiling. Clinic graduate, **Chaclyn Hunt**, was granted a one-year fellowship by the Law School to work in the Invisible Institute to build this project into a national model.

Two Clinic students, **Italia Patti** and **Saul Cohen**, drafted a superb brief before the Illinois Court of Appeals in a Freedom of Information Act case that seeks to establish the precedent that the public has a right to know about citizen complaints of police misconduct. Quoting Federal Judge Joan Humphrey Lefkow in another case brought by the Clinic, the students argued, "Without such information, the public would be unable to supervise the individuals and institutions it has entrusted with the extraordinary authority to arrest and detain persons against their will. With so much at stake, the [City of Chicago] simply cannot be permitted to operate in secrecy." Italia and Saul will present their oral arguments before the Court of Appeals this academic year.

The Clinic recently filed a First Amendment lawsuit on behalf of a community journalist who was falsely arrested and prosecuted for taking photographs of and trying to report on a police officer's physical abuse of a woman on a public street. A student team, led by **Eric Mackie**, investigated this case from scratch and plans to litigate it from start to finish.

CORPORATE LAB TRANSACTIONAL CLINIC

The Corporate Lab Transactional Clinic successfully completed in excess of 60 projects during the 2012–2013 academic year in collaboration with companies including Accenture, Allstate, Baxter Healthcare, CDW, GE Capital, General Mills, IBM, Integrys Energy Group, JPMorgan Chase, Lincoln Center, Microsoft, Nike, Northern Trust, Schreiber Foods, Sony Electronics, Verizon Communications, and

various start-up companies in connection with the Booth School of Business New Venture Challenge. General Mills and Nike were recently added to the client roster, continuing the Lab's focus on major corporations in diverse industries, and the Lab has also added Honeywell, Innova, and Schneider National as clients for the 2013–2014 year.

The Lab continues to be successful due in large part to the interesting projects and high-quality work that draw ambitious students and leading organizations to come together to collaborate on cutting-edge legal projects.

For example, the Corporate Lab completed the following projects over the past academic year, which comprise a representative sampling of the many work streams undertaken by the Lab:

Revised and reformulated a client's form end-user license agreement, and recommended appropriate contracting entity within the client's corporate structure based on applicable legal research;

Identified the most consumer-friendly terms among a client's various terms of use and consolidated such terms into one better-functioning and more useable agreement;

Analyzed various financial institutions' proposed contractual terms in response to public investment funds' requests for proposals relating to custodial services and other financial products;

Drafted a client's form easement agreement by reviewing the client's form easement agreements specific to several states, consolidated such agreements into a form applicable to all such states and otherwise revising the document;

Researched corporate governance rules and guidelines promulgated by various exchanges and regulating bodies, and analyzed a client's comparative compliance within such rules and guidelines.

Beyond these substantive projects, the Corporate Lab has continued to host its very successful Speaker Series. The Speaker Series has given Lab students an opportunity to hear from leading practitioners (from both law firms and in-house legal departments) on core areas of law (e.g., the fundamentals of a specific type of transaction), topical business-and-law issues, and those real-world concerns critical to young attorneys' success (e.g., client development and networking). In addition to many other esteemed practitioners, the following legal and business leaders participated in the Speaker Series over this past academic year: Andrew S. Boutros (Assistant United States Attorney); Bill Brandt (President and CEO of Development Specialists, Inc.); Michael Friedman (Managing Director at Ocean Tomo); Jeffrey Golden (Chairman of The P.R.I.M.E. Finance Foundation); Barbara Kolsun (Executive Vice President and General Counsel of Stuart Weitzman); and Steve Ritchie, Scott Falk and Jon Ballis (Kirkland & Ellis).

The Corporate Lab also launched the Corporate Law Fellowship program, through which recent Law School graduates work as paid fellows in the legal departments of major corporations. This year, two of the Lab's clients, Microsoft and Baxter, have each accepted a graduating student as a fellow, and several other companies have expressed interest in participating in the future.

Furthermore, the Corporate Lab hosted the second annual Transactional Challenge for rising second-year law students to provide exposure to transactional practice during the students' first law school summer. Approximately 45 students registered for the Challenge, which allows students to compete against each other in a series of "real world" transactional corporate exercises. The Challenge also gives participating students an opportunity to network with senior in-house counsel and law firm partners as part of a post-competition reception in the fall.

Finally, this year saw the integration of the Corporate Lab into the Law School's other clinical programs; the Lab's faculty is, of course, delighted by this.

CRIMINAL AND JUVENILE JUSTICE PROJECT CLINIC

For many years, the Project has been active in litigation and policy reform around the issue of life without parole sentences for juveniles and in two recent cases, students have achieved significant success. Our client, MC, is currently serving a life without parole sentence for a crime he committed when he was 14 years old. MC, represented by private counsel, waived his right to a jury trial, was convicted and received this sentence through a mandatory sentencing scheme. Several years ago, project students agreed to represent MC and filed a successive post-conviction petition asking the court for a new sentencing hearing that would consider his age, family circumstances, and other mitigation. Our petition, filed a year before *Miller v. Alabama* (where the U.S. Supreme Court declared mandatory life sentences for juveniles unconstitutional) but anticipating its rationale, was initially denied by the trial court, we appealed and the Appellate Court of Illinois reversed the trial court. The State's petition for leave to appeal to the Illinois Supreme Court is pending. Similarly, we have filed a post-conviction petition for our client KT who is serving life-without-parole for a crime committed when he was 17. The trial court recently denied the state's motion to dismiss and ordered a new sentencing hearing and the state is contemplating an appeal. In these cases, the clients have already served, respectively, 20 and 15 years. The State maintains that the *Miller* ruling is not retroactive, despite five separate Illinois Appellate Court decisions to the contrary. Assuming the retroactivity question is ultimately decided favorably by the Illinois Supreme Court, law and social work students will continue the difficult and complicated work of developing and presenting mitigation in these decades-old cases. Hopefully, at new sentencing hearings we can persuade the courts, that as *Miller* dictates, the "hallmark features of youth"

like impulsiveness and incomplete brain development, have a major impact on the culpability of teenagers for the crimes they commit.

“Living Like We’re Bulletproof”

On Saturday April 20, 2013 the Criminal/Juvenile Justice Clinic and the Illinois Judicial Council sponsored a symposium entitled “Living Like We’re Bulletproof: The Public Health Crises of Youth Trauma & Violence” at the University of Chicago Law School. The symposium was an all-day event which brought together a diverse group of community members to discuss the devastating and far reaching effects of youth violence.

Facilitators, panelists, and guest speakers included Cook County Circuit Court Judges, church leaders, leaders of nonprofit organizations, and University of Chicago clinical professors Randolph N. Stone and Herschella G. Conyers. Over one hundred concerned citizens were in attendance at the symposium where they listened intently during panel discussions and engaged in rigorous discussions in one of eight breakout sessions. Panel discussions served to provide context for smaller discussions by explaining the causes and effects of youth violence in the morning, and suggesting broad ideas for options and solutions available to combat youth violence in the afternoon. After each panel discussion, the group separated into four smaller seminars which explored the impact of education, public health, juvenile justice, and faith/community on the youth violence crisis.

Other highlights from the day included an introductory welcome from the Honorable Carol M. Howard, the current Illinois Judicial Council Chair, and a lunch talk by Dr. Terry Mason, System Chief Medical Officer for Cook County Health and Hospitals. The afternoon wrap up by Justice Shelvin Hall provided an inspirational take away: we must save our children and teach them how to save themselves.

EXONERATION PROJECT

The Exoneration Project had a busy 2012-13 year that saw significant advancements for several of the clients that the Project represents. After a 2011-12 academic year that saw the release of three Project clients from prison, the Project spent this year assisting those men in beginning their lives out of prison. In September of 2012 the Project obtained a Certificate of Innocence for client Harold Richardson, officially exonerating him and entitling him to statutory compensation and other state services to assist him in rebuilding his life after his wrongful conviction. The Project also filed and continues to litigate a Certificate of Innocence for James Kluppelberg, and hopes for a decision shortly.

Additionally, the Project has taken on additional clients and to move the cases of other clients toward successful outcomes. In November, the Project won an appeal for client John Galvan, who has been fighting for almost a decade to obtain an

evidentiary hearing on his constitutional claims related to 1989 murder and arson convictions. Based on appellate briefing done by Project students, the Illinois Appellate Court remanded Mr. Galvan's case back for his long-awaited evidentiary hearing, which the Project is preparing to undertake in the coming school year.

Similarly, at the front end of the lengthy difficult process toward exoneration, the Project has had significant successes at the early stages of post-conviction litigation. In one case, for example, through briefing and advocacy done by Project students, the Project was able to obtain forensic testing of DNA evidence in Lake County, Illinois without any opposition by the State—a significant victory because Lake County has historically been notoriously resistant to DNA testing. The Project is eagerly awaiting the results of such testing, in the hopes of pursuing the client's claim of innocence.

FEDERAL CRIMINAL JUSTICE CLINIC

Students in the Federal Criminal Justice Clinic had the unique opportunity to appear in federal court during a two-day suppression hearing in *United States v. Abdulilah Al Mujahid*, a gun possession case. The FCJC moved to suppress evidence and statements on the grounds that the Chicago Police Department violated Mr. Al Mujahid's Fourth and Fifth Amendment rights when they searched two residences without a warrant and interrogated him without reading him *Miranda* rights. At the hearing, students cross-examined government witnesses, conducted direct examinations of defense witnesses, and presented oral argument. Prior to the hearing, students spent hundreds of hours writing motions, reviewing government discovery, investigating the case, and preparing to examine government and defense witnesses. The district court judge will issue a decision in the near future.

The FCJC had several remarkable sentencing victories this year. In *United States v. Brian Wade*, a complex federal mortgage fraud case, FCJC students convinced the district court judge to reject the prosecutor's request that Mr. Wade go to prison for 37–46 months, and instead secured a sentence of zero prison time and a year of home confinement. This was a truly extraordinary result, especially considering that one of the codefendants received 5 years in prison. FCJC students wrote nearly 50 pages of motions and presented an impassioned, legally-grounded sentencing argument that enabled Mr. Wade to maintain his job, to continue supporting his family, and to continue mentoring at-risk children in Englewood.

In *United States v. Bernard Monrial*, a serious federal gun possession case, FCJC students persuaded the district court judge to impose a sentence of probation instead of 24–36 months in prison, as the prosecutor had requested. Students laid the groundwork for this incredible sentence when they successfully argued to the magistrate judge in October 2012 for Mr. Monrial to be released on bond and participate in a drug treatment program. FCJC students wrote a 22-page sentencing motion to the district court, accompanied by 55 pages of exhibits, which skillfully

highlighted Mr. Monrial's extraordinary post-offense rehabilitation and family responsibilities and demonstrated that sending Mr. Monrial to jail would jeopardize his tremendous progress.

Finally, in *United States v. Sami Hassoun*, a widely-publicized federal terrorism case, FCJC students filed hundreds of pages of sentencing motions and exhibits that convinced the district court judge to sentence their client deeply below the original Guidelines range of life imprisonment and the government's requested sentence of 30 years. The ultimate sentence—23 years—was the lowest sentence in the country for this type of offense. The students conveyed Mr. Hassoun's humanity by showing how the trauma he had experienced in several war zones as a child had influenced his actions. At the end of the hearing, the judge stated that it was the best sentencing presentation he had seen in his 19 years on the bench, a credit to the students' tremendous work.

In addition to these district court successes, the FCJC wrote amicus briefs in two United States Supreme Court cases. In *Allelyne v. United States*, No. 11-9335, the clinic wrote an amicus brief on behalf of the ACLU and The Sentencing Project in collaboration with two alums at Mayer Brown. In a 5-4 decision, the *Allelyne* Court overruled prior precedent to hold that the Sixth Amendment requires the facts that set mandatory minimum penalties to be charged in an indictment and proved beyond a reasonable doubt to a jury. *Allelyne's* holding is a major victory for criminal defendants, as it significantly raises the bar for the imposition of mandatory minimum sentences. The FCJC's amicus brief, which was discussed by the justices during oral argument, focused on mandatory minimum sentences in the context of federal drug cases. The FCJC also co-authored a Professors' Brief in *United States v. Davila*, No. 12-167, on behalf of 57 criminal law and procedure professors from around the country. The question in *Davila* involved the proper remedy when a judge, in violation of Federal Rule of Criminal Procedure 11(c)(1), participates in plea discussions by urging a criminal defendant to plead guilty. The amicus brief focused on the realities of the guilty plea process, including the pressures the process places on the client, the imbalance of power, and the coercive effect judicial exhortation to plead guilty has on a client who is trying to decide whether to exercise his right to trial.

HOUSING INITIATIVE CLINIC

The Housing Initiative Clinic provides transactional legal services to community-based affordable housing developers, tenant groups, and affordable housing advocacy groups. An illustrative project from 2012-13 is the clinic's organization of a limited-equity co-operative on Chicago's north side. The project is an affordable housing rental building financed with federal low-income housing tax credits and a first mortgage loan from the Illinois Housing Development Authority. The project's owner and a group of long-term residents are working towards converting the rental building to a tenant-owned cooperative. In a co-operative structure,

building residents own and manage their own housing through their membership in a not-for-profit corporation that owns the building. Over the past year, Housing Initiative Clinic students met numerous times with the residents to explore their goals for the project; to provide training on housing co-operative corporate structures, financing, and governance; and to present drafts of articles, bylaws, purchase agreements, and occupancy agreements that will be used when the co-op is up and running. The clinic has also represented the residents in the project team meetings that were conducted to assess the rehabilitation needs of building, and that work is ongoing. Along the way, clinic students have become intimately familiar with the federal housing programs that support the project, and have commenced negotiations with lawyers for the state housing finance agency to establish affordability restrictions for the project post-conversion.

MENTAL HEALTH ADVOCACY CLINIC

In July, the Mental Health Advocacy Clinic successfully resolved its four-year old class action against the Illinois Department of Human Services on behalf of more than 100 residents at Elgin Mental Health Center. The Plaintiffs claimed that this state-operated psychiatric hospital was violating the Illinois Mental Health Code law by failing to provide sufficient telephone access and failing to provide Plaintiffs with “private and uncensored communication” by telephone. The agreement requires the Department to provide additional phones on each of the living units where Plaintiffs are being treated, as well as phones in private offices for communications between Plaintiffs and their lawyers. *Dempsey v. Saddler*, 08 CH 27221 (Cir. Ct. Cook Cty, Cty Dept., Chancery Div.) Dana Vallera, Kristen Metzger, Kate Wooler, Myla Arumagam, Lauren Modelski, Smitha Nagaraja, and You Rim Bak all worked hard to accomplish this result.

INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship represented over 15 small businesses last year. Our clients included a painting service, a toy manufacturer, a children’s language class provider, a tax preparation service, and a tour guide business, to name just a few. Student teams working in the IJ Clinic assisted these businesses and others with their transactional legal needs – setting up business entities, drafting and negotiating contracts and commercial leases, securing intellectual property protections, and navigating city and state licensing laws -- so that the business owners could focus on growing their enterprises. And grow they did! IJ Clinic client, Kentech Consulting Inc., a tech-savvy background screening business, is an exciting example. Ken Coats, owner of Kentech, became an IJ Clinic client when he was launching his business as a one man operation out of his living room. Despite daunting regulatory hurdles – or as Ken puts it, “the type of work we do – you can’t sneeze without it involving a law” – Kentech now operates out

of a permanent office space in Chicago's River North neighborhood and has expanded to a team of nearly 50 workers. Along the way, the student teams working with Kentech negotiated and analyzed a range of service and operating agreements and tackled numerous complex federal, state, and municipal regulatory and licensing matters. Kentech will be graduating out of the IJ Clinic later this year to make room for a new innovator to benefit from the IJ Clinic's roster of enthusiastic students eager to help a business make the transition from aspiration to reality.

The IJ Clinic also hosted its largest ever event this year, *Recipe for Success: How to Start and Build a Food Business in Chicago*, a free day-long conference for food industry entrepreneurs. Over 200 attendees streamed into the Law School on a warm and sunny Saturday in April for inspiration, practical advice and legal tips for food entrepreneurs. IJ Clinic students played a big role in the conference. **Taimoor Aziz, Michael Educate, Michael Fielkow, David Frankenfield, Patrick Herndon, Michael Lanahan, Benjamin Montañez, Christopher Mortorff, and Jaime Willis** headlined sessions on the details of food business licensing and permits, finding a space for a good business, and hiring food service workers. **Patrick Connolly** moderated a session on getting new products into stores like Whole Foods. To prepare for their sessions, students built on knowledge they acquired by working with clients in the IJ Clinic and conducted independent research to develop expertise on their topics. **Montañez** summed up the experience this way: "It was invigorating to be a part of helping individuals to realize their dreams, and in the process create employment, economic development, and opportunities." He added, "Several people came up to speak with me after the presentation, and we discussed their businesses or their planned businesses. I loved hearing each unique story and plan, and seeing the sparkle in their eyes that comes from taking chances and creating something new." Separately, a team consisting of **Matthew Olson** and **Priyanko Paul** led a workshop on legal considerations for urban farms at the Midwest Urban Farmers Summit earlier in the year.

On the advocacy front, **Michael Lanahan** gained experience with legislative drafting – and earned compliments from a local alderman impressed by his drafting skills – by helping to write a proposal that would allow cart vendors to sell prepared foods on Chicago's streets.

The IJ Clinic's summer clerks also claimed some bragging rights in the Transactional Challenge sponsored by the Corporate Lab, which allows rising 2L students to compete against each other in a set of transactional corporate exercises: **David Frankenfield** won the event in its inaugural year of competition and **William Smolinski** was a finalist this year.

INTERNATIONAL HUMAN RIGHTS CLINIC

The International Human Rights Clinic started in January 2013. The International Human Rights Clinic works with non-governmental organizations and individuals to design and implement human rights cases and projects. Students learn human rights lawyering skills by working on these cases and projects, all of which are supervised by the director of the Clinic. The Clinic uses international human rights laws and norms to draw attention to human rights violations, develop practical solutions to those problems using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors.

Clinic students argued and won a case in an immigration court in Cleveland, Ohio in July. Our client's parents were shot to death by a violent gang in Jamaica affiliated with a political party. The gang shot his parents because the parents supported the opposing political party. His brother was burned alive with a tire around his neck. The gang kidnapped the client, violently beat him, and told him that they were waiting until dawn to kill him in the same manner that they killed his brother. He escaped and fled to the United States. Two clinic students, Tessa Walker and Kimberly Rhoten, zealously represented Mr. Henry in his immigration proceedings. The immigration judge ruled that deporting our client violates the United States government's obligation under the Convention Against Torture. As a result of our clinic's efforts, the client was released from a county jail after spending 2 years in detention (awaiting resolution of his immigration case).

Clinic students researched a report on the causes, conditions, and consequences of women's imprisonment in Argentina. The Report's findings were based (among other things) on a survey of 30% of Argentina's women prisoners in Federal prisons and field research in Argentina (including visits to women's prisons) by a prior team of students. The Report was released at the University of Chicago Law School in May 14 at an event attended by the UN Special Rapporteur on Violence Against Women, Rashida Manjoo. The Report's findings were widely disseminated through numerous press reports in Argentina. The Report was co-authored by the Public Defender's office in Argentina, which is working to implement the Report's findings. The Report includes a recommendation that Argentina should reduce the sentences faced by women that are low-level drug offenders.

Clinic students traveled to New Delhi, India in March 2013 to present the findings of their comparative research on sexual violence laws in India and the United States. The students delivered remarks at a national conference organized by the leading public interest litigation law firm in New Delhi, India. The students' research will be used in a report to be released by the law firm. The project and trip to India coincided with a major legislative overhaul of laws against sexual violence in India.

The Clinic will submit a “shadow” report on the laws and practices of shackling of women prisoners during childbirth and labor in the United States. The report will be submitted to the Human Rights Committee that monitors the compliance with the International Covenant on Civil and Political Rights (a treaty to which the U.S. is a party). In undertaking research for the Report, students interviewed women who had been shackled, conducted a 50 state survey of shackling laws and policies, and consulted with experts in the field.

THE YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

The Young Center for Immigrant Children’s Rights has had a busy and exciting year.

Legislative Advocacy in Washington, D.C.

The Violence Against Women Act. On March 7, 2013, President Obama signed into law the reauthorization of the Violence Against Women Act (VAWA), which now incorporates an important section on the Child Advocate program. The reauthorized VAWA law provides for the establishment of Child Advocate programs throughout the country over the next four years. At present, Child Advocate services are only available in Chicago and South Texas through the Young Center. In addition, on July 11, 2013, the Senate Committee on Appropriations recommended that \$1,000,000 be appropriated for the expansion of the Child Advocate program. The Committee specifically recognized that: “This program helps protect the interests and rights of the most vulnerable children while awaiting adjudication of their immigration status.”

Several classes of Young Center clinic students are responsible for these victories. **Heather Niemetschek, Brooke Anderson, Teresa Sullivan, Peter Chen, Cathy Yang, Katie Boyle, and Bethany Fisher** researched, drafted, and redrafted legislative language, and valiantly trekked back and forth across Capitol Hill in scorching heat to educate Senate and House aides about unaccompanied immigrant children and the Child Advocate program. The Young Center’s clinic students also joined forces with the Institute of Politics at the University of Chicago to develop a strategy to ensure the appropriation of funds by the Senate. The students worked tirelessly to get language into the law which requires the protection of many more vulnerable immigrant children.

Comprehensive Immigration Reform. The Young Center is deeply involved in Comprehensive Immigration Reform (CIR), working to ensure that the bill includes the language necessary to protect the rights of unaccompanied immigrant children. Young Center clinic students **Heather Niemetschek** and **Brooke Anderson** conducted research and accompanied **Maria Woltjen** to Washington D.C. to meet with legislators regarding CIR. The Young Center supported a number of

amendments which were ultimately adopted into the Senate's CIR bill. Due to the Young Center's advocacy, on June 19th and 20th, three U.S Senators spoke in favor of best interests on the floor of the Senate.

United Nations Committee on the Rights of the Child

The Young Center, in partnership with the Loyola Center for the Human Rights of Children (CHRC), drafted and submitted an alternate report (also known as a shadow report) to the United Nations High Commissioner for Refugees, Committee on the Rights of Children regarding the US Government's implementation of the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography. University of Chicago law students **Angus Ni** and **Yulia Fradkina** analyzed the U.S. report and drafted the Alternate Report. Maria Woltjen, Director of the Young Center, testified before the Committee on the Rights of the Child in Geneva, regarding the lack of protection for children trafficked and exploited for labor in the United States.

The Committee on the Rights of the Child is the international body that monitors implementation of the *Convention on the Rights of the Child* (CRC). Although the United States has not ratified the CRC, it is a party to the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (OPSC), and is required to report on compliance every five years. The Young Center often serves children who've been transported to the United States only to find out they carry a substantial debt that will take years of work to repay, with no possibility of opting out and no safe way home. It is often extremely difficult to obtain protection for these children. Many view these children as smuggled, and therefore complicit and not eligible for protection. Often the children work in small rural restaurants in the U.S. where no one is investigating for legal violations. Other children work in agriculture for which the labor laws are less stringent. Many children from China, for example, carry debts in excess of \$80,000. Children from Central America may owe much less – around – for example, \$3,000 – but they are just as fearful of retribution if they don't work to repay the debt.

The Young Center asked the Committee on the Rights of the Child to urge the U.S. to: improve labor standards as applied to child labor; improve protections for children entering the U.S. for the purpose of labor trafficking; and to incorporate a best interests standard into the Immigration and Nationality Act. In February 2013, the Committee on the Rights of the Child issued its Concluding Observations, adopting many of the recommendations submitted by the Young Center and the CHRC, including increased protections for economically exploited children.

Case Victories

Over the course of this past year, the Young Center's clinic students were appointed to serve as Child Advocate for 36 children from countries all over the

world, including China, India, Ghana, Nigeria, Rwanda, Somalia, Albania, Mexico, El Salvador, Honduras and Guatemala. In addition to serving as the Child Advocate for individual children, the students conducted legal research and drafted best interests briefs for numerous other cases originating in South Texas (where the Young Center has an office) and other parts of the country. The following are just a few of this year's victories.

Hague Convention Case: In 2012, the Young Center was appointed by the Department of Health and Human Services as the Child Advocate for three siblings from Mexico. The children were seeking protection in the United States based on substantial abuse in home country, but against the wishes of their mother. The mother, in turn, filed a petition in federal district court under the Hague Convention, seeking the return of her children. The case raised fascinating issues regarding conflict of laws, parental rights and children's rights. Young Center Clinic student **Alison Krueger** did extensive research and took the lead on drafting the Young Center's brief, which was submitted to the federal district court on the Hague petition. The federal district court decision is currently being appealed. Incoming clinic students will continue to work on this case.

Grant of Status as a Lawful Permanent Resident: In 2013, one of the Young Center's clients finally received her Legal Permanent Resident status. This victory was five years in the making. In 2008, Young Center clinic student, **Jajah Wu**, was appointed as the Child Advocate for Dan Dan. Dan Dan, a 16 year-old girl from China, had been trafficked to the United States for labor – Dan Dan had an \$80,000 debt that she was expected to pay to her traffickers. Dan Dan's traffickers had located her in the United States and were threatening both her and her family. Jajah ensured Dan Dan had an attorney to prepare an application for a T-Visa and asylum. In 2010, Dan Dan was granted asylum. After graduating from law school, and while she was an attorney at a Chicago law firm, Jajah continued to work with Dan Dan and represented Dan Dan in her application for her adjustment of status to Lawful Permanent Resident (LPR). In 2013, Dan Dan was granted status as an LPR (i.e. she was given her green card). Jajah continues to stay in touch with Dan Dan. Perhaps even more exciting for the Young Center, earlier this year, Jajah Wu joined the Young Center as the Clinical Teaching Fellow and Staff Attorney.

Grants and Awards

In March, the Young Center received a two-year grant from the MacArthur Foundation to spearhead changes in federal immigration policy and practices toward children. With this funding, the Young Center is leading a national working group consisting of representatives from the Department of Homeland Security, the Department of Justice, the Department of Health and Human Services, as well as non-governmental organizations, to create a framework that treats children as children and considers their best interests in every decision that affects them. Young Center clinic students **Brooke Anderson** and **Alex Morgan** worked

tirelessly over their December holiday break to research and draft language that was later adopted by the working group. Incoming clinic students will continue this work under the MacArthur grant.

In July, **Maria Woltjen**, Director of The Young Center, was honored with the 2013 Ruth Goldman Award on July 18 at the American Constitution Society (ACS) Chicago Lawyer Chapter's Legal Legends Luncheon. Each year, the chapter presents the Goldman Award to honor one woman who has made significant contributions to advance the state of women in the legal profession and the goals of ACS. Everyone at the Young Center was thrilled - but not surprised - that the ACS has decided to award Maria with this incredible honor. A number of current and former clinic students, including **Ellie Norton**, **Natalie Kissinger**, and **Brooke Anderson**, attended the luncheon.



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 Daniel R. Fischel and Sylvia M. Neil Distinguished Visiting Professorship was established in 2003 by Professor Emeritus Daniel R. Fischel (J.D. 1977) and Sylvia M. Neil to employ, support, and attract established and distinguished faculty to the Law School.

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 David Greenbaum and Laureine Knight Distinguished Visiting Professorship in Law was established by David R. Greenbaum (J.D. 1976) and Laureine Knight in 2012 to support a visiting legal scholar from Israel.

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 Leo and Eileen Herzel Professorship was established in 2012 by a bequest from Leo Herzel (J.D. 1952) and his wife, Eileen, to support a member of the faculty in the fields of corporation law, securities law, law and economics, or the law and economics of agency.

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 Michael J. Marks Professorship was established by a bequest from the estate of Michael Marks (J.D. 1963) to support a distinguished individual whose research and teaching is in the area of business law.

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 Robert Newton Reid Professorship in Law and Government was established in 2008 by a bequest from the estate of Colonel Robert Newton Reid (Ph.B. 1929, J.D. 1930) to support a member of the faculty who has attained distinction in teaching, research, and scholarship in any discipline related to the objectives of the Law School's program in law and government.

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 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 Debra A. Cafaro Scholarship Fund was established in 2013 by Debra A. Cafaro (J.D. 1982) to provide full tuition for 3 students per year at the University of Chicago Law School.

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

The Clinton Family Fund and Douglas G. Baird Fund was established in 2004 by The Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

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

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

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by bequest under the will of Eleanor C. Collins.

The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The fund provides scholarship support to a second- or third-year law student.

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

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

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

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

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

The Professor William L. and Mary Louise Eagleton Scholarship was established in 2012 by Richard and Joyce Eagleton to provide scholarship support to a second or third year Law School student who intends to pursue a career devoted to public service and the law.

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 Friedman & Koven Scholarship Fund was established in 1981 by the partners of Friedman & Koven to provide scholarships in the Law School.

The Grant R. Folland Memorial Scholarship was created in memory of Grant R. Folland (J.D. 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to a student who has demonstrated an ongoing commitment to lesbian and gay rights, a record of participation in political, educational, and charitable lesbian and gay causes, and who will most likely use his/her legal education to further lesbian and gay rights.

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 Gruss-Lipper Israeli LLM Program was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules to support an Israeli LL.M. student at 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 Jane 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 E. Houston and Mary L. Harsha Scholarship Fund was established in 2009 to provide scholarships for academically promising students in the Law School.

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 David and Susan Kreisman Scholarship Fund was established in 2011 by David (A.B. 1960, J.D. 1963) and Susan Kreisman to provide scholarships to students in the Law School.

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 Fund was established with a bequest from the estate of Solaman G. Lippman (J.D. 1936).

The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell.

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.

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 McQuiston Scholarship Fund was created in 1986 by his widow, Ethel McQuiston, and the estate of Victor McQuiston, 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 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 student who exhibits interest in a career in patent law.

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

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

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 1944) who was a prominent member of the legal profession and who served for many years as

a director and officer of the foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

The Ellen S. and George A. Poole III Scholars and Fellows Program was established by Ellen and George (LAB 1925) to provide scholarships at the University for students selected as Poole Scholars or Fellows.

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.

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 David M. Rubenstein Scholars Program was established in 2010 with a gift to the Law School from David M. Rubenstein (J.D. 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based and will be awarded to the Class of 2014, 2015, and 2016.

The Senatore Family Scholarship Fund was established in 2012 by Charles Senatore (J.D. 1980) to provide scholarship support to students in the Law School.

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 James and Ann Spiotto Scholarship Fund was established in 2012 by James and Ann Spiotto, both members of the Class of 1972, to provide scholarship support to students in the Law School.

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 to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

The 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 for public-interest minded students and/or award fellowships to students pursuing public interest work during the summer.

The William Von Hoene Scholarship Fund was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (J.D. 1980) to support scholarships at 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 Program was created in 2010 by Herbert Caplan (A.B. 1952, 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 Jim and Patrice Comey Public Interest Fellowship Fund was created in 2012 by James (J.D. 1985) and Patrice Comey to provide post-graduate public interest fellowship support at the Law School.

The Feldman Pro Bono Directors Fund was established in 2013 by Raymond (J.D. 1945) and Nancy Feldman (J.D. 1946) to provide annual support for the Manager of the Pro Bono Services Initiative at the Law School.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support faculty research in the Law School and currently supports students and graduates pursuing public interest work. Nancy Goodman Feldman received her A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

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 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 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 Program provides support to Heerey Fellows who work in the public interest during the summer following their first year of Law School.

The James C. Hormel Fund was created in 2004 by James Hormel, a member of the Class of 1958, to support scholarships awarded to students who appear most likely to pursue summer employment or post-graduate careers in public interest or in public service.

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 Charles M. Jacobs Fund for Human Rights and Social Engagement in the Law School was created in 2011 by Charles Jacobs (A.B. 1953, J.D. 1956) and Cerise Jacobs to support law student summer internships through its JD-International Human Rights (IHR) Summer Program.

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 Steve Marenberg and Alison Whalen Public Interest Fellowship Fund was created in 2012 by Steven Marenberg (J.D. 1980) and Alison Whalen (J.D. 1982) to provide post-graduate public interest fellowship support at the Law School.

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 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 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 Charlotte Von Hoene Fund was created in 2012 by William A. Von Hoene, Jr. (J.D. 1980) and Nikki Zollar in honor of Bill's mother, Charlotte, to provide post-graduate public interest fellowship support at the Law School.

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 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 Steven Feirson Distinguished Lectureship Fund was established in 2013 by Steven Feirson (J.D. 1975) to provide ongoing support for a Distinguished Visiting Lectureship at the Law School.

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 Robert Helman Law and Public Policy Fund was established in 2007 by Robert Helman to support the work or recruitment of a faculty member, or distinguished visitor or jurist, engaged in work at the University of Chicago Law School on a matter of public policy.

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 support research in the field of private international law.

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

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

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

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

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

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

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

the fund may be used from time to time to support the acquisition of rare books or rare documents for the D'Angelo Law Library.

The SNR Denton Fund, formerly the Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

The Leonard Sorkin Faculty Fund was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in honor of Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

The Paul J. Tierney Clinical Program Fund was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, 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 by Charles Wolf (J.D. 1975) 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 David P. Currie Fund was established in 2010 in memory of Professor David P. Currie. The fund is used at the discretion of the dean for the benefit of the Law School.

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 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 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 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 Saul Levmore Fund was established in 2010 in honor of the tenure of Saul Levmore as dean of the Law School. The fund is used to support faculty research, student scholarship, and other Law School initiatives.

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 Richard and Ellen Sandor Endowed Fund for Law and Economics was established in 2013 by Richard and Ellen Sandor to provide ongoing support for the Coase-Sandor Institute for Law and Economics 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 Stout Family Fund for Women, Entrepreneurship, and the Law was established in 2000 by Jon (J.D. 1971) and Patricia Stout to support and advance women's entrepreneurship at the Law School.

The 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.

CLASS FUNDS

The Class of 1915 Scholarship Fund was endowed by the Class of 1915 and is awarded annually to a 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 Scholarship Fund was established by members of the Class of 1949 on the occasion of their 60th Reunion to provide scholarships to students 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 Scholarship 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 1967 Scholarship 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. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

The Class of 1997 Scholarship Fund was established by members of the Class of 1997 in honor of their 10th reunion to provide scholarships in the Law School.

The Class of 1991 Scholarship Fund was established by members of the Class of 1991 on the occasion of their 20th Reunion to provide scholarships to students in the Law School.

The Class of 2000 Scholarship Fund was established by members of the Class of 2000 on the occasion of their 10th Reunion to provide scholarships to students 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. Barnard (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. Lewy 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. The fund was 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. The fund was 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. The fund was 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. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was 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), who 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 1934.

The Max Rheinsein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinsein, 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 is to be used for 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 Edward and Gilda Weiss Memorial Law Library Book Fund was established in 1987 by a bequest from the estate of Gilda Weiss.

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

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

HONORS AND PRIZES

The Douglas Baird Prize in Commercial Law was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the

University of Chicago. The award is given to the student who has written the most impressive paper on commercial law as determined by a panel of law faculty.

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 2013-14

AUTUMN QUARTER

- September 16-28: Intensive Trial Practice Workshop
- September 20-26: JD Orientation for the Class of 2015
- September 23-27: LLM Orientation
- September 30: Autumn Quarter Classes Begin
- October 28-29: Autumn Break (Law School Open)
- November 27-29: Thanksgiving Break (Law School Closed)
- December 6: Last Day of Autumn Quarter Classes
- December 9-10: Reading Period
- December 11-17: Autumn Quarter Exams
- December 18-January 3: Winter Break

WINTER QUARTER

- January 6: Winter Quarter Classes Begin
- January 20: Martin Luther King, Jr. Day (Law School Closed)
- March 7: Last Day of Winter Quarter Classes
- March 10: Reading Period
- March 11-15: Winter Quarter Exams
- March 17: Spring Break Begins

SPRING QUARTER

- March 27: Spring Quarter Classes Begin
- May 21: Last Day of Spring Quarter Classes for Non-1L Students
- May 22: Reading Period for Non-1Ls
- May 23-26: Exam Period for Non-1Ls
- May 26: Memorial Day (Law School Closed)
- May 26: 1L Elective Exam
- May 29: Last Day of 1L Spring Quarter Classes
- May 30: Reading Period for 1Ls
- June 2-6: 1L Exams - Required Classes
- June 14: Convocation and Diploma & Hooding Ceremony

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