

Fall 2015

Law School Announcements 2015-2016

Law School Announcements Editors
LawSchoolAnnouncements.Editors@chicagounbound.edu

Follow this and additional works at: <http://chicagounbound.uchicago.edu/lawschoolannouncements>

Recommended Citation

Editors, Law School Announcements, "Law School Announcements 2015-2016" (2015). *University of Chicago Law School Announcements*. Book 1.
<http://chicagounbound.uchicago.edu/lawschoolannouncements/1>

This Book is brought to you for free and open access by the Law School Publications at Chicago Unbound. It has been accepted for inclusion in University of Chicago Law School Announcements by an authorized administrator of Chicago Unbound. For more information, please contact unbound@law.uchicago.edu.

THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2015



Effective Date: September 1, 2015

CONTENTS

OFFICERS AND FACULTY.....	4
Officers of Administration and Instruction.....	4
Lecturers in Law.....	8
Fellows.....	10
Mandel Legal Aid Clinic.....	10
Faculty from Other Schools/Divisions.....	11
Law School Visiting Committee.....	12
THE LAW SCHOOL.....	15
History.....	15
Mission.....	16
Non-Discrimination.....	17
PROGRAMS OF INSTRUCTION.....	19
The Doctor of Law (J.D.) Degree.....	19
Joint and Concurrent Degree Opportunities.....	19
The Graduate Program.....	21
Professional Journals, Special Programs, and Centers.....	23
PROGRAM REQUIREMENTS AND POLICIES.....	26
Curricular and Residency Requirements.....	26
The J.D. Program.....	26
J.D. Program Overview.....	28
J.D. Student Writing Requirement.....	32
Professional Skills Course Requirement.....	34
Clinical Programs.....	35
Course Policies.....	42
Seminars and Simulation Classes.....	42
Bidding.....	43
Waitlisted/Closed Classes.....	43
Greenberg Seminars.....	43
Classes outside the Law School.....	44
Adding/Dropping Courses.....	46
Grading Policies.....	47

COURSES.....	49
First Year Courses.....	49
Second- and Third-Year Offerings.....	56
FACILITIES.....	174
STUDENT SERVICES.....	175
Student Life.....	176
Career Services.....	180
Computing Services.....	182
Housing and Dining.....	183
University of Chicago Student Health Care.....	185
Health Insurance Requirements.....	185
Immunization Requirements.....	185
University Policies.....	186
FINANCIAL INFORMATION.....	187
Fees and Expenses.....	187
Financial Aid for J.D. Candidates.....	187
Scholarships and Loans.....	188
LL.M. and J.S.D. Students.....	188
INFORMATION FOR APPLICANTS.....	189
Preparation for the Study of Law.....	189
Application Procedure and Admissions Policy.....	189
Transfer Applications.....	191
INFORMATION ABOUT THE STUDENT BODY.....	192
Degrees Conferred.....	192
Schools, Colleges, and Universities Represented in the Student Body.....	196
States and Countries Represented in the Student Body.....	201
FACULTY PUBLICATIONS 2014-2015.....	203
SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2014-15.....	232
FUNDS AND ENDOWMENTS.....	242
LAW SCHOOL CALENDAR 2015-16.....	278

OFFICERS AND FACULTY

OFFICERS OF ADMINISTRATION

Geoffrey R. Stone, Interim Dean
Karen Afshari, Associate Dean for Administration
Richard I. Badger, Associate Dean for Graduate Programs
Annina Fabboli, Associate Dean for External Affairs
Amy M. Gardner, Dean of Students
Thomas Ginsburg, Deputy Dean
Sheri Lewis, Director of the Law Library
Marsha Ferziger Nagorsky, Associate Dean for Communications
Ann K. Perry, Associate Dean for Admissions and Financial Aid
Abbie Willard, Associate Dean for Career Services and Policy Initiatives

OFFICERS OF INSTRUCTION

Daniel Abebe, B.A., M.A., J.D., Ph.D., Professor of Law
Albert W. Alschuler, A.B., LL.B., Julius Kreeger Professor Emeritus in Law & Criminology
Clifford Ando, B.A., Ph.D., David B. and Clara E. Stern Professor; Professor of Classics, History, and the Law School, and Co-Director of the Center for the Study of Ancient Religions
Douglas G. Baird, A.B., J.D., Harry A. Bigelow Distinguished Service Professor of Law
William Baude, S.B., J.D., Neubauer Family Assistant Professor of Law
Omri Ben-Shahar, B.A., LL.B., Ph.D., S.J.D., Leo and Eileen Herzel Professor of Law and Kearney Director of the Coase-Sandor Institute for Law and Economics
Lisa E. Bernstein, B.A., J.D., Wilson-Dickinson Professor of Law and Aaron Director Research Scholar
Emily Buss, B.A., J.D., Mark and Barbara Fried Professor of Law
Mary Anne Case, B.A., J.D., Arnold I. Shure Professor of Law
Anthony Casey, A.B., J.D., Assistant Professor of Law and Mark Cluster Mamolen Teaching Scholar
Dipesh Chakrabarty, B.Sc., M.B.A., Ph.D., Lawrence A. Kimpton Distinguished Service Professor, History, South Asian Languages and Civilizations, and the

Law School

- Yun-chien Chang, J.S.D., LL.M., LL.B., Visiting Associate Professor of Law
Adam Chilton, B.A., M.A., J.D. A.M., Ph.D., Assistant Professor of Law
Herschella G. Conyers, B.A., J.D., Clinical Professor of Law
Jane Dailey, A.B., Ph.D., Associate Professor, History and the Law School
Kenneth W. Dam, B.S., J.D., LL.D., Max Pam Professor Emeritus of American &
Foreign Law
Derrick Darby, B.A., Ph.D., Visiting Professor of Law
Dhammika Dharmapala, B.Ec., M.Ec., Ph.D, Julius Kreeger Professor of Law
Justin Driver, B.A., M.St., J.D., Professor of Law and Herbert and Marjorie Fried
Research Scholar
Frank H. Easterbrook, A.B., J.D., Senior Lecturer in Law
Zev Eigen, B.S., J.D., Ph.D., Visiting Associate Professor of Law
Richard A. Epstein, A.B., B.A., LL.B., James Parker Hall Distinguished Service
Professor Emeritus of Law and Senior Lecturer
Lee Fennell, B.B.A., M.F.A., J.D., Max Pam Professor of Law and Ronald H. Coase
Research Scholar
Christopher Fennell, B.A., M.A., J.D., M.A., Ph.D., Visiting Professor of Law
Daniel R. Fischel, A.B., A.M., J.D., Lee and Brena Freeman Professor Emeritus of
Law and Business
Claudia Flores, B.A., J.D., Assistant Clinical Professor and Director, International
Human Rights Clinic
Craig B. Futterman, B.A., J.D., Clinical Professor of Law
Thomas Ginsburg, B.A, J.D., Ph.D., Deputy Dean, Leo Spitz Professor of
International Law, Ludwig and Hilde Wolf Research Scholar, and Professor of
Political Science
James Heckman, B.A., M.A., Ph.D., Henry Schultz Distinguished Service Professor,
Economics and the Law School
R. H. Helmholz, A.B., LL.B., A.M., Ph.D., LL.D., Ruth Wyatt Rosenson
Distinguished Service Professor of Law
Daniel Hemel, A.B., M.Phil., J.D., Assistant Professor of Law
M. Todd Henderson, B.S.E., J.D., Michael J. Marks Professor of Law and Mark
Cluster Mamolen Research Scholar
Mark J. Heyrman, A.B., J.D., Clinical Professor of Law
William H.J. Hubbard, B.A., M.A., J.D., Assistant Professor of Law and Ronald H.
Coase Teaching Scholar
Aziz Huq, B.A., J.D., Professor of Law
Dennis J. Hutchinson, A.B., B.A., M.A., LL.M., Senior Lecturer in Law and William

- Rainey Harper Professor in the College, Master of the New Collegiate Division,
and Associate Dean of the College
- Joseph Isenbergh, A.B., A.M., J.D., Harold J. and Marion F. Green Emeritus
Professor of Law
- Robin Kar, B.A., J.D., Ph.D., Walter V. Schaefer Visiting Professor
- Daniel Kelly, B.A., J.D., Visiting Professor of Law
- Tamar Kricheli-Katz, LL.B., J.S.M., Ph.D., Greenbaum Distinguished Visiting
Assistant Professor of Law
- Prasad Krishnamurthy, B.A., M.A., J.D., Ph.D., Visiting Assistant Professor of Law
- Alison LaCroix, B.A., J.D., A.M., Ph.D., Robert Newton Reid Professor of Law,
Associate Member, Department of History
- Genevieve Lakier, M.A., J.D., Ph.D., Assistant Professor of Law
- William M. Landes, A.B., Ph.D., Clifton R. Musser Professor Emeritus of Law and
Economics and Senior Lecturer
- Leandra Lederman, A.B., J.D., LL.M., Visiting Professor of Law
- Brian Leiter, A.B., J.D., Ph.D., Karl N. Llewellyn Professor of Jurisprudence;
Director, Center for Law, Philosophy, and Human Values
- Jeffrey Leslie, B.A., J.D., Director of Clinical and Experiential Learning, Clinical
Professor of Law, Paul J. Tierney Director of the Housing Initiative, and Faculty
Director of Curriculum
- Saul Levmore, B.A., Ph.D., J.D., LL.D. (hon), William B. Graham Distinguished
Service Professor of Law
- Steven Levitt, B.A., Ph.D., William B. Ogden Distinguished Service Professor,
Economics and the Law School
- Sheri H. Lewis, B.A., J.D., M.L.I.S., Director of the D'Angelo Law Library and
Lecturer in Law
- John List, B.A., Ph.D., Homer J. Livingston Professor, Economics and the
Law School
- Lyonette Louis-Jacques, A.B., A.M.L.S., J.D., Foreign and International Law
Librarian and Lecturer in Law
- Anup Malani, B.S.F.S., J.D., M.A., Ph.D., Lee and Brena Freeman Professor of Law
- Saura Masconale, J.D., Ph.D., Visiting Assistant Professor of Law
- Jonathan Masur, A.B., B.S., J.D., John P. Wilson Professor of Law, David and Celia
Hilliard Research Scholar, and Director of the Wachtell, Lipton, Rosen & Katz
Program in Behavioral Law, Finance and Economics
- Richard H. McAdams, B.A., J.D., Bernard D. Meltzer Professor of Law
- Thomas J. Miles, B.A., Ph.D., J.D., Clifton R. Musser Professor of Law and
Economics and Walter Mander Research Scholar

- Kevin M. Murphy, B.A., Ph.D., George J. Stigler Distinguished Service Professor of Economics, the Booth School, and the Law School
- Phil C. Neal, A.B., LL.B., Harry A. Bigelow Professor Emeritus of Law
- Jennifer Nou, B.A., M.Phil., J.D., Neubauer Family Assistant Professor of Law
- Martha C. Nussbaum, B.A., M.A., Ph.D., Ernst Freund Distinguished Service Professor of Law and Ethics
- Gary Palm, B.A., J.D., Professor Emeritus
- Randal C. Picker, A.B., A.M., J.D., James Parker Hall Distinguished Service Professor of Law; Ludwig and Hilde Wolf Teaching Scholar; Senior Fellow, Computation Institute of the University of Chicago and Argonne National Laboratory
- Ariel Porat, J.S.D., LL.M., LL.B., Fischel-Neil Distinguished Visiting Professor of Law
- Eric Posner, B.A., M.A., J.D., Kirkland & Ellis Professor of Law and Arthur and Esther Kane Research Chair
- Richard A. Posner, A.B., LL.B., LL.D., Senior Lecturer in Law
- Dan Puchniak, B.A., LL.B., LL.M., LL.D., Visiting Scholar
- John Rappaport, B.S., J.D., Assistant Professor of Law
- Julie Roin, B.A., J.D., Seymour Logan Professor of Law
- Daria Roithmayr, B.S., J.D., Visiting Professor of Law
- Andrew M. Rosenfield, A.B., A.M., J.D., Senior Lecturer in Law
- Michael H. Schill, A.B., J.D., Harry N. Wyatt Professor Emeritus of Law
- Randall D. Schmidt, A.B., J.D., Clinical Professor of Law
- Alison Siegler, B.A., J.D., LL.M., Clinical Professor of Law
- Sepe Simone, M.Sc. M. Phil., Ph.D., LL.M., J.S.D., J.D., Visiting Professor of Law
- Holger Spamann, S.J.D., Ph.D., Visiting Assistant Professor of Law
- Amy Dru Stanley, Ph.D., Associate Professor, History and the Law School
- Sonja Starr, A.B., J.D., Visiting Professor of Law
- Nicholas Stephanopoulos, A.B. M.Phil., J.D., Assistant Professor of Law
- Geoffrey R. Stone, S.B., J.D., Interim Dean and Edward H. Levi Distinguished Service Professor of Law
- Randolph N. Stone, A.B., J.D., Clinical Professor of Law
- Lior Strahilevitz, B.A., J.D., Sidley Austin Professor of Law
- Diana Strassmann, A.B., M.A., Ph.D., Visiting Professor of Law
- David A. Strauss, A.B., B.Phil. (Oxon.), J.D., Gerald Ratner Distinguished Service Professor of Law
- John Tasioulas, B.A., D. Phil., LL.B., Visiting Professor of Law and the Charles J. Merriam Scholar

Mark Templeton, A.B., J.D., Associate Clinical Professor of Law and Director,
Abrams Environmental Law Clinic

Urska Velikonja, J.D., LL.M, LL.B., Visiting Assistant Professor of Law

Laura Weinrib, A.B., A.M., J.D., Ph.D., Assistant Professor of Law and Herbert and
Marjorie Fried Teaching Scholar

David A. Weisbach, B.A., C.A.S.M., J.D., Walter J. Blum Professor of Law and
Senior Fellow, the Computation Institute of the University of Chicago and
Argonne National Laboratory

Diane P. Wood, A.B., J.D., Senior Lecturer in Law

David Zarfes, B.A., M.A., J.D., M.P.A., LL.M., Clinical Professor of Law and
Director of Corporate Lab Programs and Lecturer Recruitment

LECTURERS IN LAW

Barry Alberts

Joseph Alesia

Phillip Bach

Kamran A Bajwa

Tony Bangs

Doug Barnard

Bob Berger

Randy Berlin

Jack Bierig

Andrew Boutros

Michael Brody

Erin Casey

Lorie Chaiten

William Chandler

Erica Chen-Walsh

Steven Cherny

James Clark

Jay Cohen

Thomas Cole

Stephen Cowen

Keith Crow

Alan D'Ambrosio

Scott Davis

Chad Doellinger

Elizabeth Duquette

Tom Dutton

Lee Epstein

David Evans

Sharon Fairley

Mark Fennell

James Ferguson

Vince Field

Todd Fishbein

Patrick Fitzgerald

Jim Foorman

Anthony Freud

Michael Friedman

Richard Friedman

Scott Gaille

Georgie Geraghty

Thomas Geselbracht

Todd Golub

Miriam Hallbauer

Fay Hartog Levin

Jared Hasten

Robert Helman

Robert Hochman

Adam Hoeflich

David Hoffman
Marty Jacobson
Roshna Keen
Erin Gage Kelly
Virginia Kendall
Sean Kramer
Neha Lall
Michael Leroy
Jack Levin
Adam Liptak
Richard Lipton
Nate Lutz
Tom Manning
Catherine Masters
Seth McNary
Bruce Melton
Michael Morkin
Hal Morris
Adam Mortara
Maureen Mosh
Shannon Murphy
Joan Neal
Sylvia Neil
Lisa Noller
Theodore Novak
Mark Nozette
Michele Odorizzi
Martha Pacold
Julie Palmer
Ellis Regenbogen
Clark Remington
William Ridgway

Stephen Ritchie
J. Robert Robertson
Donald Rocap
Javier Rubinstein
Richard Sandor
Donald Schiller
Mike Scodro
Mike Scudder
Charles Senatore
Paul Shadle
Cynthia Shawamreh
Richard Shepro
Michael Sher
Jerome Smyth
Christopher Sontchi
Tarek Sultani
Arthur Sussman
Jason Sussman
John Sylla
Liisa Thomas
Preston Torbert
Kevin Van Wart
Thomas Vega-Byrnes
Keith Villmow
James Whitehead
Uli Widmaier
Chuck Wolf
Lawrence Wood
Sean Young
Barry Zubrow

FELLOWS

Brian Citro, B. Mus., J.D., Lecturer in Law and Acting Associate Director,

International Human Rights Clinic

Paul Crane, B.A., M.A., J.D., Lecturer in Law and Bigelow Fellow

Ryan Doerfler, B.A., Ph.D., J.D., Lecturer in Law and Bigelow Fellow

David Finkelstein, B.A., M.A., J.D., Lecturer in Law and Corporate Lab

Transactional Clinic Fellow

Ben Grunwald, B.A., M.A., J.D., Lecturer in Law and Bigelow Fellow

Sean Helle, B.A., J.D., Lecturer in Law and Abrams Environmental Clinic Fellow

Nadia Nasser-Ghods, B.A., J.D., Lecturer in Law and Bigelow Fellow

Michael Pollack, B.A., J.D., Lecturer in Law and Bigelow Fellow

Alexander Prescott-Couch, B.A., Ph.D., Lecturer in Law and Law and

Philosophy Fellow

Heather Whitney, B.A., J.D., Lecturer in Law and Bigelow Fellow

MANDEL LEGAL AID CLINIC

Herschella G. Conyers, B.A., J.D., Clinical Professor of Law

Claudia Flores, B.A., J.D., Assistant Clinical Professor and Director, International

Human Rights Clinic

Craig B. Futterman, B.A., J.D., Clinical Professor of Law

Mark J. Heyrman, A.B., J.D., Clinical Professor in Law

Jeffrey Leslie, B.A., J.D., Director of Clinical and Experiential Learning, Clinical

Professor of Law, Paul J. Tierney Director of the Housing Initiative, and Faculty

Director of Curriculum

Judith Miller, B.A., M.A., J.D., Clinical Instructor

Randall D. Schmidt, A.B., J.D., Clinical Professor of Law

Alison Siegler, B.A., J.D., LL.M., Clinical Professor of Law

Randolph N. Stone, A.B., J.D., Clinical Professor of Law

Mark Templeton, A.B., J.D., Associate Clinical Professor of Law and Director,

Abrams Environmental Law Clinic

David Zarfes, B.A., M.A. J.D., MPA, LL.M., Clinical Professor of Law and Director

of Corporate Lab Programs and Lecturer Recruitment

Erica Zunkel, B.A., J.D., Clinical Instructor and Acting Associate Director of the

Federal Criminal Justice Clinic

FACULTY FROM OTHER SCHOOLS/DIVISIONS

- Philip G. Berger, B.Comm., M.Sc., M.B.A., Wallace W. Booth Professor of Accounting, Booth School of Business
- Sanjay K. Dhar, B.Tech. (Hons.), M.B.A. (eqvt.), Ph.D., James H. Lorie Professor of Marketing
- Michael Forster, B.A., M.A., Ph.D., Visiting Professor, Department of Philosophy
- Emir Kamenica, A.B., Ph.D., Professor of Economics, Booth School of Business
- Steven Kaplan, A.B., A.M., Ph.D., Neubauer Family Distinguished Service Professor of Entrepreneurship and Finance, Booth School of Business, and Thomas A. Cole Distinguished Visiting Professor in Business Law
- Jennifer Pitts, B.A., Ph.D., Associate Professor of Political Science
- Justin Richland, B.A., J.D., Ph.D., Associate Professor of Anthropology and of Social Sciences
- Gerald Rosenberg, A.B., A.M., J.D., Ph.D., Associate Professor, Department of Political Science and the College, and Lecturer in Law
- Mark Siegler, A.B., B.S., M.D., Lindy Bergman Distinguished Service Professor of Medicine and Surgery, Executive Director, Bucksbaum Institute for Clinical Excellence, and Director, MacLean Center for Clinical Medical Ethics
- E. Glen Weyl, A.B., M.A., Ph.D., Assistant Professor in Economics and the College, Associate Member, Law School
- George Wu, A.B., S.M., Ph.D., Professor of Behavioral Science, Booth School of Business

LAW SCHOOL VISITING COMMITTEE

CHAIR 2015-2016

Michael P. Tierney, '79, Nikita Group LLC, Greenwich, Connecticut

LIFETIME MEMBERS

Debra A. Cafaro, '82, Ventas, Inc., Chicago, Illinois

James C. Hormel, '58, Equidex Inc., San Francisco, California

Lillian Kraemer, '64, New York, New York

Charles B. Wolf, '75, Vedder Price, Chicago, Illinois

TERMS EXPIRING IN 2015-2016

Jan Crawford, '93, CBS News, Washington, District of Columbia

Margaret A. Davenport, '87, Debevoise & Plimpton, New York, New York

John W. Donley, '85, Kirkland & Ellis LLP, Chicago, Illinois

Bruce I. Ettelson, '89, Kirkland & Ellis LLP, Chicago, Illinois

Patrick J. Fitzgerald, Skadden Arps Slate Meagher & Flom LLP, Chicago, Illinois

S. Scott Gaille, '95, ZaZa Energy Corporation, Houston, Texas

Robert D. Goldbaum, '92, Paul Weiss Rifkind Wharton & Garrison, New York, New York

James E. Gregory, '88, Lowenstein Sandler LLP, New York, New York

Robert V. Gunderson, Jr., '79, Gunderson Dettmer Stough Villeneuve Franklin & Hachigian, Redwood City, California

Brett J. Hart, '94, United Continental Holdings, Inc., Chicago, Illinois

Andrew G. Humphrey, '86, Faegre Baker Daniels LLP, Minneapolis, Minnesota

C. Ellen Kelleher, '85, EK Consulting LLC, Chicago, Illinois

Ashley C. Keller, '07, Gerchen Keller Capital, Chicago, Illinois

Lisa M. Noller, '95, Foley & Lardner LLP, Chicago, Illinois

Anna T. Pinedo, '93, Morrison & Foerster, New York, New York

Timothy D. Proctor, '75, Durham, North Carolina

Robert H. Riley, '78, Schiff Hardin LLP, Chicago, Illinois

Michele I. Ruiz, '94, Sidley Austin LLP, Chicago, Illinois

Stanley M. Stevens, '73, Chicago, Illinois

Theodore W. Ulylyot, '94, Andreessen Horowitz, Menlo Park, California

Kenneth M. Vittor, '74, New York, New York

William A. Von Hoene, '80, Exelon Corporation, Chicago, Illinois

Katharine A. Wolanyk, '96, Sovereign Software, Chicago, Illinois

TERMS EXPIRING IN 2016-2017

Katherine L. Adams, '90, Honeywell International Inc., Morristown, New Jersey
Valena E. Beety, '06, West Virginia University, Morgantown, West Virginia
Nathan E. Brill, '08, E.P. Executive Press, Inc., Walnut Creek, California
David A. Bronner, '73, Nixon Peabody LLP, Chicago, Illinois
Julia A. Bronson, '94, Liquid Holdings Group, New York, New York
Jeffrey R. Chanin, '80, Kecker & Van Nest, San Francisco, California
Susan M. Davies, '91, Kirkland & Ellis LLP, Washington, District of Columbia
John P.C. Duncan, '74, Kozusko Harris Duncan, Chicago, Illinois
Michael D. Friedman, '88, Ocean Tomo, LLC, Chicago, Illinois
Mark H. Fukunaga, '82, Servco Pacific Incorporated, Honolulu, Hawaii
Mark D. Gerstein, '84, Latham & Watkins, Chicago, Illinois
Neil M. Gorsuch, United States Court of Appeals, Denver, Colorado
David C. Karp, '93, Wachtell Lipton Rosen & Katz, New York, New York
Lori E. Lightfoot, '89, Mayer Brown LLP, Chicago, Illinois
John P. Nelson, '03, Propel Financial Services, San Antonio, Texas
Adam H. Offenhartz, '89, Gibson Dunn Crutcher, New York, New York
San W. Orr, '97, BDT Capital Partners, LLC, Chicago, Illinois
Carla V. Porter, '82, Renaissance Technologies LLC, New York, New York
Jeffrey C. Rappin, '66, Evergreen Real Estate Services, LLC, Chicago, Illinois
Stephen L. Ritchie, '88, Kirkland & Ellis LLP, Chicago, Illinois
Thorn Rosenthal, '75, Cahill Gordon & Reindel LLP, New York, New York
Charles V. Senatore, '80, Fidelity Investments, Boston, Massachusetts
Stephen R. Smith, '81, Amsted Industries, Chicago, Illinois
David M. Stone, '84, Sterilite Corporation, Townsend, Massachusetts
David M. Wah, '89, Credit Suisse (USA), Inc., New York, New York
Richard M. Weil, '89, Janus Capital Group, Inc., Denver, Colorado

TERMS EXPIRING IN 2017-2018

Peter A. Altabef, '83, Unisys Corporation, Blue Bell, Pennsylvania
Brian P. Brooks, '94, Fannie Mae, Washington, District of Columbia
Craigile J. Brumfield, '96, Sennosen LLC, San Francisco, California
Jay Cohen, '80, Paul, Weiss, Rifkind, Wharton & Garrison, New York, New York
J. Greg Coules, '95, JG Coules Advisors, New York, New York
Daniel Daeniker, '96, Homburger AG, Zurich, Switzerland
Brian W. Duwe, '87, Skadden Arps Slate Meagher & Flom LLP, Chicago, Illinois

Ian B. Edvalson, '95, Wilson Sonsini Goodrich & Rosati, Palo Alto, California
Steven B. Feirson, '75, Dechert LLP, Philadelphia, Pennsylvania
Matthew B. Gorson, '73, Greenberg Traurig LLP, Miami, Florida
Matthew E. Hamel, '86, Brown-Forman Corporation, Louisville, Kentucky
Martin D. Jacobson, '76, Greenwich, Connecticut
Ronald S. Kent, '78, NYSE Euronext, London, United Kingdom
David S. Kreisman, '63, LOGS Network, Bannockburn, Illinois
Steven A. Marenberg, '80, Irell & Manella, Los Angeles, California
Craig C. Martin, Jenner & Block, Chicago, Illinois
Christian B. McGrath, '94, GTCR Golder Rauner, LLC, Chicago, Illinois
Marla P. Messing, '89, Los Angeles, California
Roderick A. Palmore, '77, Dentons US LLP, Chicago, Illinois
Chaka M. Patterson, Jones Day, Chicago, Illinois
Kathleen G. Phillips, '97, Zillow.com, Seattle, Washington
Timothy L. Porter, '80, Larchmont, New York
David P. Scharf, '94, Baxter International Inc., Deerfield, Illinois
Brian M. Silver, '94, Perella Weinberg Partners, New York, New York
Kimmarie Sinatra, '85, Wynn Resorts Ltd., Las Vegas, Nevada
Michael P. Tierney, '79, Nikita Group LLC, Greenwich, Connecticut
Elizabeth Stotland Weiswasser, '92, Weil Gotshal & Manges, New York, New York
Alison Whalen, '82, Los Angeles, California
Ann E. Ziegler, '83, CDW Corporation, Vernon Hills, Illinois



THE LAW SCHOOL ANNOUNCEMENTS 2015-16

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, UChicago Law 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. UChicago Law 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. UChicago Law 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 UChicago Law's educational mission are the life of the mind, participatory learning, interdisciplinary inquiry, and an education for generalists.

What sets UChicago Law 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 UChicago Law 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 UChicago Law's clinical programs, with one of UChicago Law's three student-edited journals, or in one of UChicago Law'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 UChicago Law'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. UChicago Law'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.

UChicago Law 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 UChicago 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.

SCHOLARLY AND RESEARCH MISSION

Since its founding in 1902, a major component of the University of Chicago Law School's mission has been to develop and disseminate knowledge through scholarly research that critically analyzes the development of the law and related disciplines. The Law School's research mission is broad, encompassing the range of thought from the empirical to the theoretical; from pure legal topics to far-reaching interdisciplinary inquiry; from local, state, and federal law of the United States to international and comparative law. The faculty members are concerned with the interaction between law and society in a myriad of ways, and draw on economics, philosophy, cultural studies, public policy, feminist and race theory, history, political science, business, and other disciplines. Members of the Law School faculty engage in research and publication to develop their own knowledge and expertise as well as that of the Law School community as a whole. The faculty members bring their own work into their interaction with students, and their work with students back into their scholarship. Work done by the Law School faculty has changed both scholarly and popular understanding of the law, from Ronald Coase's Nobel Prize winning theorem and work on the nature of the firm to Richard Epstein's work on takings, from Kalven and Zeisel's groundbreaking work into understanding juries to Martha Nussbaum's iconic capabilities approach.

NON-DISCRIMINATION

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or

perceived association with such a person, and does not discriminate against members of other protected classes under the law.

The University official responsible for coordinating compliance with the University of Chicago non-discrimination policy is Ingrid Gould, Interim Affirmative Action Officer. She can be reached via email at i-gould@uchicago.edu and by telephone at 773.702.8846. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Suite 510.

The Interim Title IX Coordinator for the University is Belinda Cortez Vazquez, Associate Dean of Students in the office of Campus and Student Life. She can be reached via email at belinda@uchicago.edu and by telephone at 773.834.9710. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Room 212.

The Interim 504 and ADA Coordinator for the University is Gregory Moorehead, Director of Student Disability Services. He can be reached via email at gmoorehead@uchicago.edu and by telephone at 773.702.7776. His office is located at 5501 South Ellis Avenue.

The content of these Announcements is accurate as of September 1, 2015. It is subject to change.



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 Master's degree or 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, Economics, 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 and towards the quarterly residency requirement. Per the American Bar Association, no coursework completed prior to matriculation at the Law School may be counted 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, but in another division of the University, toward their J.D. degrees only if they have matriculated at the Law School within three years of beginning their Ph.D. programs. This credit would also only be awarded for graduate coursework undertaken *after* a student has matriculated at the Law School.

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 core 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 discuss their specific graduation requirements with the Registrar upon matriculation. 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.

In addition, the Law School has joined several other professional schools on campus (Booth, SSA, and Public Policy) and offers law students an opportunity to earn a Certificate in Health Administration and Policy (GPHAP) while simultaneously obtaining a J.D.

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. Master of Legal Studies (M.L.S.),
4. Doctor of Jurisprudence (J.S.D.),
5. 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.

MASTER OF LEGAL STUDIES (M.L.S.)

This one-year degree program is designed for Ph.D. students who wish to improve their knowledge of law without completing a full three-year degree. The goal of the M.L.S. program is to help Ph.D. candidates better understand the legal issues relevant to their research and to improve their research through interdisciplinary training. Graduates of the program will either become academics in their Ph.D. discipline or in law. Admissions decisions are based in part on the availability of Law School faculty for mentoring admitted students.

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. As home to many seminal figures in the field,

the Law School has dominated the discipline for over 50 years. Law and economics scholars, including Nobelists Ronald Coase and Gary Becker have taught at the Law School, and other important proponents of law and economics, including Richard Epstein, William Landes, and Richard Posner, continue to be active in the program. The Law School continues to bring law and economics to the forefront of legal scholarship with a new generation of faculty trained in both economics and the law, with cutting edge empirical and theoretical research agendas. 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, contracts, consumer law, and behavioral analysis of law. The Institute offers a range of courses and seminars to interested students. 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, renowned consumer law scholar, is the director of the Coase-Sandor Institute.

The **Doctoroff Business Leadership Program** is a certificate-granting program designed to provide UChicago Law students with the analytical tools to be preeminent not just in the practice of law, but also in business. The Program focuses on preparing law students to advise, run, and create business enterprises large and small through training in entity formation, capital structure and finance, intellectual protection, ethical regulatory issues, business combinations, and sales. The program makes available to all students a series of core business courses. In addition, it provides a smaller set of students committed to careers in business with a unique array of mentorship, internship, and enrichment opportunities not normally found in law schools. More information is available at www.law.uchicago.edu/doctoroffbusinessleadership.

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 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 all J.D. students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their JD degree) no fewer than nine credit hours per quarter. 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.

The Law School course registration process is fully described and governed by the online registration instructions, which are updated quarterly. Please see www.law.uchicago.edu/students/registration for the most up-to-date registration instructions.

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 (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 a web-based registration system.

Students may bid for a maximum of five classes per quarter, , and must rank them in order of preference, 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

Consistent with ABA standards, regular class attendance is required as a condition for receiving course credit. The Faculty Committee on Rules and Petitions has articulated ABA Standard 311(f) concerning student attendance as follows:

1. Regular class attendance is required as a condition of receiving credit for Law School classes. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular class. 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 class or is at any time thereafter in violation of the general attendance requirement in any other class, the Committee on Rules and Petitions may deny the student credit in the classes, 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;
 - maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
 - fail to sign a seating chart within one week of enrollment in any class (first week for limited enroll courses).

Upon finding a student in violation of any of these requirements, the Committee on Rules and Petitions may deny the student credit in the class, withdraw the student's privilege of membership in the Law 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 ask

whether an applicant has ever been warned about problems with lateness or absenteeism. Students have been failed for poor attendance, dropped from class rosters, and denied credit in classes. 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.

J.D. PROGRAM OVERVIEW

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 a 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 research and writing program under the supervision of one of the six Bigelow Teaching Fellows. The legal research and 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 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 deserving of recognition.

The Second and Third Years

Classes after the first year are all elective. Prior to graduation, however, all J.D. 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 with 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 develop 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 (“OCI”) program and again at the beginning of the Autumn quarter for students who are not on campus for OCI. Students are also 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 offerings 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 class offered one year will be offered the following year, a core group of courses is typically offered each year, including: Administrative Law, Antitrust Law, Bankruptcy and Reorganization, Business Organizations/Business Associations/Corporation Law, Constitutional Law I, Constitutional Law II, Constitutional Law III, Copyright, Criminal Procedure I, Federal Criminal Procedure, Evidence, Federal Courts, Federal Regulation of Securities, Introductory Income Taxation, Labor Law, 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 for 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):

- International Law and Public International Law
- 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 potentially similar classes outside the Law School. If you note similarities in the course descriptions, you should contact the Office of the Registrar 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 www.law.uchicago.edu/students/academics/petitions. Petitions are required to do the following:

- Take more than 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 the State of Illinois 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 www.law.uchicago.edu/students/registration.

SELECTING CLASSES¹

Selecting Second Year Classes

Although no specific courses are required during 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: Administrative Law, Business Organizations/Business Associations/Corporation Law, Constitutional Law I, Evidence, and Introductory Income Taxation.

In planning a program, students should consider some courses to be 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 Associations/Business Organizations/Corporation Law and Taxation of Corporations, which provide a basis for advanced work in the third year in such courses as Bankruptcy and Reorganizations, Business Planning and Federal Regulation of Securities. Administrative Law has most often been taken as a second-year course, since it is a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take Trial Advocacy or to work intensively in a Clinic program typically 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 Business Associations/Business Organizations/Corporation Law, Constitutional Law, Evidence and Tax on the one hand, and seminars, workshops, and more specialized courses such as Art Law and Legal Interpretation, on the other. Students should try to divide their traditional classes between the second and third years to maintain this sense of balance. In

¹ In order to ensure compliance with federal regulations as well as avoid issues with financial aid, students are strongly encouraged to take at least one exam class per quarter.

addition, students are required to fulfill one of their writing requirements before the end of the second year.

Selecting Third Year Classes

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 classes in a field in which students have acquired some foundation in the second year;
2. taking classes 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. interdisciplinary studies that help give students a broad and critical appreciation of legal institutions and their development.

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 Faculty Supervisor 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:

1. 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
2. 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
3. a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and approved for credit by the Hinton Moot Court Faculty Judges; or
4. 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
5. 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 and to turn in a first draft by the conclusion of spring break of their 3L year.

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 2015-16 academic year:

- Abrams Environmental Law Clinic
- Accounting and Financial Analysis
- Advanced Legal Research
- Advanced Legal Writing
- Brief-writing and Appellate Advocacy Seminar
- Business Transactions
- Civil Rights Clinic: Police Accountability
- Collective Bargaining and Sports Entertainment
- Commercial Transactions - Negotiation, Drafting, and Analysis
- Compliance and Regulatory Strategy
- Contract Drafting and Review
- Contracts and Commercial Transactions
- Criminal and Juvenile Justice Project Clinic
- Cross-Border Transactions: Lending
- Cross-Border Transactions: Securities, M&A, and Joint Ventures
- Drafting Contracts: The Problem of Ambiguity
- Employment Law 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 and Advocacy
Judicial Opinions and Judicial Opinion Writing
Kirkland & Ellis Corporate Lab Clinic
Leadership
Legal Elements of Accounting
Legal Transactions - Retail Sector
Litigating Financial Disputes
Litigation Laboratory
Mental Health Advocacy Clinic
National Security Issues and the Development of Legal Practice Skills
Partnership Taxation
Poverty and Housing Law Clinic
Pre-Trial Advocacy
Private Equity Transactions: Issues and Documentation
Prosecution and Defense Clinic
Strategies and Processes of Negotiations
Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
Trial Advocacy
U.S. Supreme Court: Theory and Practice
Workshop: Legal Scholarship
Young Center Immigrant Child Advocacy Clinic

Please note that this list is subject to change. Please also note that a course used to satisfy either writing requirement cannot also be used to satisfy the skills requirement. For up-to-date information, please see the online course listing at 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 2015-16 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
 - 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
 - Kirkland & Ellis Corporate Lab Clinic
 - Mental Health Advocacy 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 nine, except for clinics that only run for two quarters, in which students may earn up to seven credits. (Currently, these are the Poverty and Housing Law Clinic, the Gendered Violence and the Law Clinic, and the Prosecution and Defense Clinic) 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 Kirkland & Ellis Corporate Lab Clinic, including no more than 9 credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic 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. Currently,

these are the Poverty and Housing Law Clinic, the Gendered Violence and the Law Clinic, and the Prosecution and Defense Clinic.

- Students are awarded one credit for work averaging four 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 Kirkland & Ellis 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 Kirkland & Ellis 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 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: Abrams Environmental Law Clinic; Civil Rights Clinic; Police Accountability; Criminal and Juvenile Justice Project Clinic; Employment Law Clinic; Federal Criminal Justice Clinic; Housing Initiative Clinic; International Human Rights Clinic; and the Mental Health Advocacy 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 countries of origin; legal research to support children's claims 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.

KIRKLAND & ELLIS CORPORATE LAB 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 clinic 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.

GENDERED VIOLENCE AND THE LAW CLINIC

When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What other legal tools are available to survivors and how useful are those tools? Students in the Gendered Violence and the Law Clinic explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at the civil legal services office of the Legal Assistance Foundation (LAF). Students work primarily on family law and immigration cases, while accepting some assignments from LAF's other practice areas where the legal rights of survivors of gendered violence are implicated. Students assist with representation of domestic and sexual violence survivors to meet a broad range of legal needs, such as 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 public benefits 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. Students eligible for a 711 license may appear in court under attorney supervision.

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, full time clinical lecturers and full time clinical instructors, 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, seminars are capped at 20 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 the 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.

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. The list includes 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: www.law.uchicago.edu/bidding

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 a course that was included in the bidding process) must do so by the date and time specified by the Office of the Registrar.** (See Academic Calendar for each quarter’s deadline). Please note that many faculty will drop students who do not attend the first class, regardless of whether or not 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 and should not rely on faculty to drop them.

GREENBERG SEMINARS

Greenberg Seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to 12 students, meet in a faculty member’s home five or more times over one or more quarters. Topics and participating faculty are announced prior to the Autumn quarter registration period. Participating students earn one credit which is by default allocated to Autumn Quarter. Students may reallocate the credit to any other quarter in which the specific Greenberg seminar meets. To do so they must contact the Assistant Registrar within the applicable Add/Drop period. Attendance at all sessions is required to earn the credit. Priority is given to third-year students who have not

previously participated in a Greenberg Seminar and who are not currently registered in another Greenberg Seminar. Students may bid for more than one Greenberg but will initially only be enrolled in one. Greenberg Seminars are graded Pass/Fail. Greenberg Seminars do not count towards the limit of four seminars/simulations per academic year (see the Seminars and Simulation Classes section for additional details).

CLASSES OUTSIDE THE LAW SCHOOL

During their second and third years, J.D. students may take up to four classes (for a total of twelve credits, not more than 6 credits per quarter) outside the Law School for credit toward their J.D. degree and quarterly residency requirement, 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 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 six credits 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 (if taking a class at Booth) 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; and (7) classes at other law schools or universities may not be substituted. Satisfaction of these seven conditions is determined by the Dean of Students and the Office of the Registrar.

Classes offered by other units/departments within the University that are 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 such 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 a letter grade nor 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 with an approved petition, 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 (<https://classes.uchicago.edu/>) and click on the Advanced Search link.
2. Choose a department from the list, set the course level to “graduate” 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 on the Law School website at: 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 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 detailed on the Booth website at <https://www.chicagobooth.edu/programs/taking-courses-at-booth>. You need to submit a *Petition to Take a Booth Course for Credit* (www.law.uchicago.edu/students/petitions/boothregistration). Credits for Booth classes count toward the twelve credit limit and the maximum of six credits of non-Law School classes per quarter.

As soon as the Booth registration is completed (during the first week of Booth classes), 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:

- <https://www.chicagobooth.edu/programs/taking-courses-at-booth/law-school-students>
- <https://www.chicagobooth.edu/programs/taking-courses-at-booth/seat-availability>

Booth requires that students taking a Booth course who would like to elect Pass/Fail grading must 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 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. **The deadline is 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 (even with a "W") 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;
5. the student has taken the final exam; or
6. the request fails to meet the aforementioned "extraordinary circumstances" condition. Failure to read and follow the directions for adding or dropping a course or to take note of the applicable deadline is not considered an extraordinary circumstance.

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 offerings, unless otherwise explicitly noted in the offering'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 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. 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, J.D. 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.

The LL.M. degree is awarded to students who have successfully completed 27 course hours over three quarters while maintaining a grade point average of 170.

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 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
l	Lecturer-taught seminar/simulation class
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

FIRST YEAR COURSES

Civil Procedure I

LAWS 30211 - 01 (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 2015 - Anthony J. Casey

Civil Procedure I

LAWS 30211 - 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 2015 - Emily Buss

Civil Procedure II

LAWS 30221 - 01 (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 2016 - Alison LaCroix

Civil Procedure II

LAWS 30221 - 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 2016 - William H. Hubbard

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.

Winter 2016 - Omri Ben-Shahar

Contracts

LAWS 30511 - 02 (3) 1L, a

This course, offered over two sequential quarters, is an introduction to contract law, and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. 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.

Winter 2016 - Eric A. Posner

Contracts

LAWS 30511 - 01 (2) 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 2016 - Douglas G. Baird

Contracts

LAWS 30511 - 02 (3) 1L, a

This course, offered over two sequential quarters, is an introduction to contract law, and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. 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 2016 - Eric A. Posner

Criminal Law

LAWS 30311 - 01 (3) 1L, a

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 at the end of the Spring quarter.

Autumn 2015 - Jonathan Masur

Criminal Law

LAWS 30311 - 02 (3) 1L, a

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 at the end of the Spring quarter.

Autumn 2015 - Sonja B. Starr

Criminal Law

LAWS 30311 - 01 (3) 1L, a

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 2016 - Genevieve Lakier

Criminal Law

LAWS 30311 - 02 (3) 1L, a

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 2016 - Thomas J. Miles

Elements of the Law

LAWS 30101 - 01 (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 2015 - Lior Strahilevitz

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 nature of moral judgments.

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

Autumn 2015 - 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 2015 - 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 2015, Winter 2016, Spring 2016 - Paul T. Crane, Heather Whitney, Ben Grunwald, Ryan D. Doerfler, Nadia Nasser-Ghods, Michael C. Pollack

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 at the conclusion of the Spring quarter.

Winter 2016 - Richard H. Helmholz

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 2016 - 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 at the conclusion of the Spring quarter.

Spring 2016 - Richard H. Helmholz

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

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

Spring 2016 - Lee Fennell

Torts

LAWS 30611 - 01 (3) 1L, a

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

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

Autumn 2015 - Saul Levmore

Torts

LAWS 30611 - 02 (3) 1L, a

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

Grades are based on a single final examination at the end of the two-quarter sequence, though participation may be taken into account as indicated on the syllabus.

Autumn 2015 - Daniel J. Hemel

Torts

LAWS 30611 - 01 (3) 1L, a

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

Grades are based on a single final examination at the end of the two-quarter sequence, though participation may be taken into account as indicated on the syllabus.

Winter 2016 - Lee Fennell

Torts

LAWS 30611 - 02 (3) 1L, a

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

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

Winter 2016 - Saul Levmore

SECOND- AND THIRD-YEAR OFFERINGS

Abrams Environmental Law Clinic

LAWS 67813 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s

Primarily through litigation, students in the Abrams Environmental Law Clinic work to address climate change, water pollution and legacy contamination and to protect natural resources and human health. To date, the Clinic has focused on holding accountable natural resource extraction companies for actual or anticipated damage to the environment, as well as the government agencies that permit such activities. The Clinic has also recently become more involved in the development and implementation of rules and regulations regarding climate change, renewable energy, and energy efficiency, with an eye toward future litigation on these issues. Clinic students engage in a wide variety of activities to learn practical legal skills, from conducting factual investigations, to interviewing witnesses and preparing affidavits, to reviewing administrative determinations, to drafting motions, to conducting depositions, to working with experts, to arguing motions and to

presenting at trial or an administrative hearing. The Clinic generally represents regional and national environmental organizations and works with co-counsel, thus exposing students to the staff of these organizations and other experienced environmental lawyers. The Clinic may also engage in legislative reform and rule-making efforts; students interested solely in that kind of work should notify the instructor before joining the clinic, if possible.

While it helps for students to have taken or be taking one or more of Environmental Law, Administrative Law, Evidence, or Trial Advocacy, these courses are not prerequisites or co-requisites.

A student should plan to enroll in the clinic for two credits per quarter, although he or she may enroll for one or three credits per quarter after consultation with clinic faculty.

Autumn 2015, Winter 2016, Spring 2016 - Mark N. Templeton; Sean M. Helle

Accounting and Financial Analysis

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

This course is designed to 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 REQUIRED that students registering for this course have prior exposure to accounting course work, at least at the level of Fundamentals of Accounting for

Attorneys (LAWS 79112), but with a strong preference for the stronger background knowledge provided by the Booth course Financial Accounting (B30000).

Note that Legal Elements of Accounting (LAWS 79102) is NOT ACCEPTABLE TO MEET THE PREREQUISITE.

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

Prerequisite: Fundamentals of Accounting for Attorneys (LAWS 79112).

Spring 2016 - Philip G. Berger

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 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; 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.

Winter 2016 - Daniel J. Hemel

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 administration action and inaction. A central theme 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. In particular, the course focuses on constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is also given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Other covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking.

The student's grade is based on class participation and a final examination.
Spring 2016 - Jennifer H. Nou

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 2015 - Randall D. Schmidt

Advanced Contracts: Sales Law for a Modern Economy

LAWS 48601 - 01 (3) s, x, u

This class is an advanced contracts class 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 2016 - Lisa Bernstein

Advanced Corporate Law: Mergers and Acquisitions

LAWS 42311 - 01 (2 or 3) +, x, m, l

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 studies a progression of landmark Delaware cases delineating the fiduciary duties of directors and controlling stockholders in the contexts of (i) selling a company; (ii) defending against takeovers and proxy contests; (iii) protecting transactions against interlopers and changed circumstances; (iv) squeezing out minority stockholders; (v) going private in a leveraged buyout; and (vi) responding to stockholder activism. In reading and

discussing these cases, the students will come to understand not only the relevant legal issues, but also a fair amount about the broader non-legal context of corporate transactions. The seminar then concludes with a comprehensive look at structuring, negotiating, drafting, and other elements of modern practice in the contexts of friendly and unfriendly transactions involving both public and private companies. Contracts is a prerequisite for Law School students, and either Corporations or Business Associations I is also recommended (but may be taken concurrently). Chicago Booth MBA students have taken the seminar recently and done well, and do not need the instructor's consent in order to submit a registration request. Grades will be based on an eight-hour take-home final exam, with exceptional class participation taken into account. Students wishing to take the seminar for three credits must write an additional 10-12 page research paper.
Autumn 2015 - Douglas C. Barnard

Advanced Issues in Delaware Corporate Law

LAWS 52203 - 01 (1) +, x

This course is not a survey or an introduction to corporate law. It is a class designed to help students understand why Delaware dominates the corporate chartering market by examining recent issues arising in the Delaware courts and the Delaware legislature.

Students will be expected to read a variety of articles, as well as judicial decisions and statutory material, addressing the most current topical issues in Delaware corporate law and corporate governance, ranging from M&A issues to recent bylaw battles and to developments in shareholder activism.

Students must have had a basic business organizations course or M&A course, as familiarity with basic corporate law principles is necessary and essential.

Student participation is required.

There will not be a casebook; instead, students will read materials and reported decisions that are easily accessible in the public domain.

The mini-course will meet April 25, 26, 27 and 28.

Grades will be awarded based on class participation and an in-class final examination that will be based on the materials covered in class.

Spring 2016 - William B. Chandler

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 2016 - Anup Malani

Advanced Legal Research

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

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 2015 - Todd Ito

Advanced Legal Research

LAWS 79802 - 01 (2 or 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 2016 - Sheri H. Lewis

Advanced Legal Writing

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

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.

Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers.

Regular attendance is essential.

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 Writing Project writing requirement.

Legal Research and Writing is a pre-requisite.

Spring 2016 - Elizabeth Duquette

Advanced Topics in Corporate Reorganizations

LAWS 43702 - 01 (2 or 3) +, x, m

This seminar will explore emerging issues in corporate reorganization. We are principally interested in the ever-present tension between bankruptcy law and

policy and the practical reality of managing a company's business in Chapter 11. The seminar will address four broad topics: (i) asset sales, (ii) post-petition financing, (iii) cross-border insolvency and (iv) plan confirmation. We will devote two seminar meetings to each topic. During the first, we will discuss case law and hypotheticals, academic and practice-oriented articles, and pleadings, briefs and orders from recent Chapter 11 cases. During the second meeting, we will invite a leading professional to join our seminar and discuss his or her perspectives on the topic that we are studying. Students will lead this discussion. If time permits, our group will join the professional for dinner after the seminar.

Grades will be based on class participation (40%) and four short papers (60%).

The papers are intended to prepare you to engage deeply in discussion with the invited professionals.

Each paper should not exceed six double-spaced pages, should analyze and raise questions about an aspect of a topic that we are studying, and should be submitted no later than noon on the day when we are hosting a professional. Although there is no pre- or co-requisite for this seminar, we recommend that you have taken or are currently taking a course in bankruptcy law.

The instructors are Judge Christopher Sontchi of the United States Bankruptcy Court for the District of Delaware and Douglas Baird.

Students wishing to take the seminar for three credits must write an additional 10-12 page research paper.

Spring 2016 - Douglas G. Baird; Christopher S. Sontchi

Advanced Topics in Moral, Political, and Legal Philosophy

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

The topic for Winter 2016 is "Etiological/Genealogical Critiques of Concepts, Beliefs and Values."

If you had been brought up in a different family, or a different culture, your religious and moral beliefs would likely have been very different than they are—perhaps even your beliefs about the world around you. Should this fact bother us? Should the origin of our beliefs and values make us skeptical about them, or should it lead us to revise them? Historians and social scientists, from Marvis Harris to Ian Morris, have regularly proffered etiological/explanatory accounts and think they have debunking implications; recently, a number of Anglophone philosophers have begun to address variations on this question, including G.A. Cohen, George Sher, Sharon Street, and Roger White, among others. But interest in the etiology (or genealogy) of beliefs and values, and its significance, long predates these 20th-century writers. We will also give extended consideration to at least Herder, Hegel, Marx and Nietzsche—time permitting, perhaps some others.

Winter 2016 - Brian Leiter; Michael N. Forster

Advanced Trademarks and Unfair Competition

LAWS 69902 - 01 (2 or 3) +, w, x, m, l

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 short thought papers for two credits, or a series of longer research papers totaling at least 20 pages, or a major research paper, both for three credits.

Winter 2016 - Chad J. Doellinger; Uli Widmaier

Alternative Dispute Resolution

LAWS 58402 - 01 (2 or 3) s, x, u, l

This is a class in the dispute resolution methods that attorneys often use in the practice of law. The class provides experiential simulations in negotiation, mediation, and arbitration. The class differs from most other law classes in the following ways: 1. Many classes teach a substantive body of law; this class, in contrast, is designed to teach a variety of lawyering skills. 2. In most classes, students participate strictly as individuals; in contrast, students in this class often interact in small group settings and simulations, and therefore, must listen to and cooperate with peers while working through their disagreements. 3. Many classes measure student performance once, at the end of the semester, through an issue-spotting exam; in contrast, this class requires brief reflection papers that are based on a combination of readings, group activities, and simulated exercises. 4. Most classes involve little or no role playing; in contrast, this class gives students the experience of being a negotiator, trial advocate, arbitrator, mediator, victim/complainant and defendant/respondent in an adversarial proceeding. The instructor will base simulations on cases from his private arbitration practice. Students will be required to sign and abide by a confidentiality agreement with respect to these sensitive materials.

Spring 2016 - Michael H. LeRoy

Amartya Sen

LAWS 78604 - 01 (3) +, r, c/l, m

Amartya Sen is, of course, a distinguished economist, winner of the 1998 Nobel Prize. But he is also a philosopher whose philosophical thought informs his economic writings and who has long defended the importance of philosophy for economic thought. This seminar will study the philosophical aspects of his thought, not attempting to separate them from his economic contributions, which would be wrong, but attempting to focus on the specific contributions Sen has been able to make to economics in virtue of being a philosopher. We will begin by studying two distinct though related strands of his thought: work on choice, welfare, and measurement, and work on development. We continue with his influential critique of Utilitarianism on the nature of preference and value, and the importance of equality. We will then devote substantial time to The Idea of Justice, a major contribution to political philosophy. Finally, we will examine more recent writings on Indian rationalist philosophy and on religious identity.

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.

This is a 500 level course.

Ph.D. students in Philosophy and Political Theory may enroll without permission. I am eager to have some Economics graduate students in the class, and will discuss the philosophy prerequisite in a flexible way with such students.

Autumn 2015 - Martha C. Nussbaum

American Law and the Rhetoric of Race

LAWS 49801 - 01 (3) c/l

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 2016 - Dennis J. Hutchinson

American Legal History: The Twentieth Century

LAWS 97603 - 01 (3) e, x

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 2016 - Laura Weinrib

Animal Law

LAWS 46022 - 01 (3) w, x, m, l

This seminar will explore the treatment of animals in the law. We will cover several areas of the law as they intersect with animal rights and animal welfare issues, including first amendment/constitutional law, criminal law, administrative law, torts, contracts, and consumer protection law. Topics will include: factory farming practices; religious exemptions to animal protection laws; standing and other challenges to litigating on behalf of animals; and evolving theories of economic valuation of animals.

Conducted in a discussion format centered around weekly reading assignments, the course will allow students to explore the latest cases, legislation, and legal theories developing in animal law.

All perspectives are both welcome and open to critique.

Students will be asked to form teams and lead the discussion for a selected week's readings, and to submit a final research paper.

Autumn 2015 - Roshna B. Keen; Vincenzo Field

Anthropology and Law

LAWS 93812 - 01 (3) r, w, x, m

This seminar for law students and graduate students in the social sciences will provide an introduction to the field of legal anthropology. We will address anthropological theories of the nature of law and disputes, examine related studies of legal structures in non-Western cultures, and consider the uses of anthropology in studying facets of our own legal system. By examining individual legal institutions in the context of their particular cultural settings, we can begin to make cross-cultural comparisons and contrasts. In so doing, we confront the challenge of interpreting and understanding the legal rules and institutions of other cultures while assessing the impact of our own social norms and biases on the analysis. Thus, our analytic and interpretative approach will require us to examine the cultural assumptions that underpin various aspects of our own belief systems and the American legal system.

Requirements for this seminar course include preparation of a research paper and thoughtful class participation.

Writing for this seminar may be used as partial fulfillment of the J.D. writing requirement (SRP or WP).

Winter 2016 - Christopher C. Fennell

Antitrust Law

LAWS 42801 - 01 (3) x, c/1

This course covers the fundamentals of U.S. antitrust law (or competition law) as well as the underlying legal and economic theory. Topics covered include: (i) horizontal restraints of trade among competitors such as cartels, oligopolies, joint ventures, and other cooperative activities; (ii) monopoly and dominant firm conduct such as predatory pricing, discount bundling, refusals to deal with competitors, and exclusionary contracts; (iii) vertical restraints of trade between firms and their suppliers or customers such as exclusive dealing, tying arrangements, resale price maintenance, and territorial and customer restrictions; and (iv) mergers.

Autumn 2015 - Prasad Krishnamurthy

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.

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

Winter 2016 - Randal C. Picker

Antitrust Litigation Seminar

LAWS 91403 - 01 (2) +, x, m, l

The seminar will cover the evolution of antitrust law, with a particular focus on cases involving mergers, monopoly, unreasonable agreements, cartels, and the intersection of antitrust law with patent settlements. We will also review the Horizontal Merger Guidelines of the FTC and the DOJ and will try to understand their impact on litigated cases of all kinds, especially with respect to issues related to market definition.

For each area of antitrust law, we will discuss how the law developed and study litigation strategies in at least one recent, relevant case. I will provide excerpts from testimony, evidence, and/or lower court or agency rulings. As part of the classroom work, we will learn how to use exhibits and demonstratives to argue an antitrust case. Students will have a hands-on experience in using trial exhibit technology and will discuss how it can help an antitrust presentation at trial or on appeal.

Why spend time with the early phases of these cases? By the time an appellate court renders an opinion in a case, the issues often look very simple and one-sided, but they are not. After you graduate from the Law School, almost every case that you will see will never make it through litigation or find its way to a decision by a Court of Appeals or the Supreme Court. To gain a complete understanding of antitrust law, you will need to understand how cases evolve at the early stage and what the contested issues are.

This seminar will serve students with diverse interests and plans for their legal careers: it should be as valuable to the general business lawyer as to the litigator. I do not assume advanced skill or training in economics, nor is knowledge of complex mathematical or economic tools required. The basic Antitrust Law course is helpful but not required to take the seminar.

A three-hour take home examination, along with participation and performance in class exercises, will determine your grade.

Winter 2016 - J. R. Robertson

Arbitration in the United States

LAWS 96404 - 01 (3) w, x, m, l

This seminar focuses on arbitration in the U.S. as a means of resolving both domestic and international commercial disputes. The seminar will explore the advantages and disadvantages of arbitration as compared to both mediation and litigation in the courts. The seminar will also address (among other topics) the nature and scope of arbitral jurisdiction; the nature of the arbitral process; the scope of discovery in domestic and international arbitrations; techniques of effective advocacy in arbitral hearings; the enforcement of domestic and international arbitral awards; and judicial review of arbitral proceedings. A major focus of the seminar will be a series of recent Supreme Court decisions in which the Court has limited the scope of judicial review of arbitral awards and clarified the ways in which arbitral agreements can limit liability (for example, by barring class actions). Finally, the seminar will examine international arbitration in the United States, including the U.S. enforcement of international awards and the conduct in the U.S. of arbitral proceedings involving foreign governments and private parties ("Investor-State" arbitrations).

Winter 2016 - James R. Ferguson

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 01 (3) x

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 2016 - Douglas G. Baird

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 01 (3) x

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.

Spring 2016 - Anthony J. Casey

Brief-writing and Appellate Advocacy Seminar

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

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 2016 - Michele L. Odorizzi

Business of Law

LAWS 61602 - 01 (2) x, m, l

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.

Winter 2016 - Bruce W. Melton

Business Organizations

LAWS 42301 - 01 (3) x

This course surveys the legal rules governing corporations with an emphasis on the protection of shareholders against management and controlling shareholders.

Topics include asset partitioning, fiduciary duties, derivative suits, executive compensation, shareholder voting, M&A, insider trading, fraudulent conveyance,

and choice of law. One quarter of the course will be based on problems drawn from transactional settings. The course emphasizes financial and strategic considerations throughout.

In addition to the final exam, there will be several pass/fail quizzes throughout the semester.

Materials: <https://h2o.law.harvard.edu/playlists/1923> and transactional problems distributed in class.

Autumn 2015 - Holger Spamann

Business Organizations

LAWS 42301 - 01 (3) x

This is an introductory course on the law of business organizations. While we will focus primarily on corporations, we will also cover agency and partnership to examine similarities and differences in organizational law. Specific topics will include fiduciary law, shareholder voting, executive compensation, derivative suits, control transactions, mergers and acquisitions, and corporate governance. Special emphasis throughout the course will be given to the functional analysis of legal rules and the law and economics method.

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

Winter 2016 - Simone Sepe

Business Organizations

LAWS 42301 - 01 (3) x

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.

Spring 2016 - Anthony J. Casey

Business Planning

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

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 2016 - Keith S. Crow; Keith Villmow

Business Strategy

LAWS 91524 - 01 (3) x

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.
Autumn 2015 - Emir Kamenica

Buyouts

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

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 seminar will also be covered in Mergers and Acquisitions, but that course is not a prerequisite for this seminar and students may take both classes.

Grades will be based on a paper and on class participation.

Spring 2016 - Scott Davis

Canonical Ideas in American Legal Thought

LAWS 57013 - 01 (3) +, a, w, 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 research papers on the readings. 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 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 Malani and Masur a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 29, 2015.

Autumn 2015 - Anup Malani; Jonathan Masur

Canonical Ideas in American Legal Thought

LAWS 57013 - 01 (2, 2) a, r, w, 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 research papers on the readings. 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 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 Malani and Masur a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 19, 2015.

Winter 2016, Spring 2016 - Anup Malani; Jonathan Masur

Child Exploitation and Human Trafficking

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

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 2016 - Virginia M. Kendall

Civil Rights Clinic: Police Accountability

LAWS 90913 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, 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 2015, Winter 2016, Spring 2016 - Craig B. Futterman

Class Action Controversies

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

The purpose of this seminar is to discuss and understand the rules applicable to class action litigation, the major doctrinal and policy issues that influence class action litigation, and the strategic, ethical, and practical considerations class counsel and litigants face in class action litigation. We will address class certification, notice, settlements, attorneys fees, collateral attack of class judgments, and due process considerations in class cases.

There is no case book. Instead, each week I will assign cases and other materials for you to read and for us to discuss.

Autumn 2015 - Michael T. Brody

Collective Bargaining in Sports and Entertainment

LAWS 63903 - 01 (2) s, x, m, l

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. Class 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 course paper based on the accumulation of these exercises.

Autumn 2015 - Michael H. LeRoy

Commercial Transactions - Negotiation, Drafting, and Analysis

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

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.

Spring 2016 - Seth McNary

Comparative Legal Institutions

LAWS 50101 - 01 (3) r, w, e, x, c/l

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. In particular, we will focus on the economic impact of legal traditions. 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. Furthermore, American institutions are explicitly included in the comparison: this is not simply a course in foreign law.

Spring 2016 - Thomas Ginsburg

Complex Financial Institutions -- the conundrum of "too big to fail?"

LAWS 94813 - 01 (3) x, m, l

This seminar will examine how events during the financial crisis ignited the debate about whether global systemically important financial institutions are "too big to fail"; how current and proposed regulations in the US and EU have sought to address these issues; and what is the implications for the economy and capital formation from having different approaches.

Spring 2016 - Barry L. Zubrow

Compliance and Regulatory Strategy

LAWS 94814 - 01 (2) x, u, l

Since the financial crisis of 2008, regulators and prosecutors around the world increasingly expect companies to have state of the art governance, risk and compliance programs as a condition for remaining in business and for avoiding liabilities for regulatory missteps. Increasingly, regulatory rules are becoming more complex and authorities are becoming more unforgiving, with stepped up efforts to secure criminal and civil penalties against companies, their executives, lawyers and auditors. For companies, such liability can at best result in plummeting share prices, and at worst the shutting down of an enterprise. For individuals, they can result in incarceration, fines, penalties and removal from the business.

This class will explore the regulatory and legal foundations for compliance programs primarily through the lens of the financial services sector, which includes banks, brokerage firms, investment companies and investment advisers. We will also explore how the design and execution of these programs can avoid or limit potential liabilities from regulatory and criminal authorities. Taking the perspective of a corporate executive, board member or counsel, students will develop the ability to understand the fundamentals of regulatory regimes overseeing these businesses, as well as strategies for successfully engaging the regulators. Using a mix of simulation and class discussion of particular problems, students will consider the steps a firm should take to mitigate regulatory and reputation risk, including the importance of an effective corporate ethics program, as well as how, in the process, a firm can enhance its brand, meet the expectations of its board of directors and create value for its shareholders.

The grade is based on a series of short reaction papers, attendance and class participation.

Spring 2016 - Charles V. Senatore

Computer Crime

LAWS 68402 - 01 (2 or 3) x, m, l

This seminar will explore the legal issues raised by computer crime. Topics will include: computer hacking and other computer crimes, the Fourth Amendment and civil liberties in cyberspace, the law of electronic surveillance, the freedom of

speech online, technological tools used to combat cybercrime, and international cybercrime.

No previous experience is required. Our primary source will be a casebook: Orin Kerr, *Computer Crime Law* (3rd ed. 2012), which will be supplemented with additional materials as listed in the syllabus.

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

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

Winter 2016 - William Ridgway

Constitutional Law for LL.M. Students

LAWS 40801 - 01 (3) x

This course is designed to introduce LL.M. students to U.S. constitutional law.

Topics to be covered include the theory and practice of judicial review, the allocation of powers among the legislative, executive, and judicial branches, and the role of and interactions between the states and the federal government in the federal structure. In addition, the course will also cover key doctrines in selected areas to help students prepare to take the New York Bar.

Spring 2016 - Gerald N. Rosenberg

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3) x

This course provides an introduction to the U.S. Constitution. We will cover the traditional topics in separation of powers and federalism, including Congress's enumerated powers, the scope of executive power, judicial review, and so on. In the course of covering those substantive topics, we will sometimes explore the Constitution's meaning outside of judicial doctrine, asking how it should be interpreted by different people and institutions.

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

Autumn 2015 - William P. Baude

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3) x

This course provides an introduction to the United States Constitution. Topics to be covered include constitutional interpretation; 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.

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

Winter 2016 - Alison LaCroix

Constitutional Law II: Freedom of Speech

LAWS 40201 - 01 (3) +, x

This course explores 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 grade is based on a final examination and class participation.

Autumn 2015 - Genevieve Lakier

Constitutional Law II: Freedom of Speech

LAWS 40201 - 01 (3) +, x

This course explores 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 grade is based on a final in-class examination.

Winter 2016 - Geoffrey R. Stone

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, sexual orientation, and other characteristics, and the recognition of certain fundamental rights. Throughout, students consider 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 in-class examination.

Autumn 2015 - 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.

Spring 2016 - Nicholas Stephanopoulos

Constitutional Law V: Freedom of Religion

LAWS 40501 - 01 (3) +

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 papers, or final examination, with class participation taken into account.

Paper writers require permission of the instructor; ADDITIONAL explicit instructor consent required for paper to be considered for SRP certification.

Spring 2016 - Mary Anne Case

Constitutional Law VII: Parent, Child, and State

LAWS 47101 - 01 (3) c/1

This course examines the constitutional rights of parents and children and the state's authority to define and regulate the parent-child relationship. Among the topics discussed are children's and parent's rights of expression and religious exercise; parental identity rights including rights associated with paternity claims, termination proceedings, assisted reproduction, and adoption; the scope of the state's authority to intervene to prevent abuse and neglect; and the role of race and culture in defining the family.

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

Can be taken with Family Law (LAWS 45001) with permission of the instructor.

Spring 2016 - Emily Buss

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, purchasers or off-takers, contractors, subcontractors, equipment suppliers, sureties, insurers and financing parties) and multiple areas of the law (contracts; torts; real and personal property; insurance; employment, safety and environmental rules; complex forms of 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. As one example of heavy construction, we will study one or more models of Engineering, Procurement and Construction (EPC) Contracts for electric power generation plants, and look at the effects of project financing and the "bankability" requirements for such project contracts.

Prerequisites: Contracts and Torts.

Autumn 2015 - Thomas J. Vega-Byrnes

Contract Drafting and Review

LAWS 79912 - 01 (3) 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 substantial out-of-class weekly drafting exercises, and a final take-home assignment.

Autumn 2015 - Joan E. Neal

Contract Drafting and Review

LAWS 79912 - 01 (3) 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 substantial out-of-class weekly drafting exercises, and a final take-home assignment.

Winter 2016 - Joan E. Neal

Contract Law for LL.M. Students

LAWS 48605 - 01 (3) +

This course in contracts is designed for LL.M. 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. Special attention will be paid to negotiation strategies and the application of the law to firms outsourcing decisions and contracts. The class will culminate in the drafting of a commercial agreement.

The class assumes no knowledge of contract law in the U.S., 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 2016 - Lisa Bernstein

Copyright

LAWS 45801 - 01 (3) x

This course explores the major areas of copyright law, with special emphasis on how law has responded to new technologies and political pressures. Topics include copyright duration, subject matter, and ownership; the rights and limitations of copyright holders, including the fair use doctrine; remedies for copyright infringement; and federal preemption of state law.

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

Autumn 2015 - Saul Levmore

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

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.

PREREQUISITE

Students should have an understanding of financial statements. I.e., students should be able to read an income statement, cash flow statement and balance sheet. Spring 2016 - Steven N. Kaplan

Corporate Criminal Prosecutions and Investigations

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

The criminal investigation and prosecution of large-scale corporate fraud and corruption are among the hottest areas 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, prosecuting, and resolving corporate criminal matters, including those arising under the Foreign Corrupt Practices Act. The seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel. Among other topics, students will learn about: (i) foundational principles of corporate criminal liability; (ii) the whistleblower frameworks under the Dodd-Frank Act and Sarbanes-Oxley Act; (iii) conducting internal investigations as well as government investigative techniques and tools; (iv) strategic considerations for the prosecutor and defense lawyer in white collar criminal investigations; (v) prosecutorial and SEC charging policies, including creating incentives to encourage voluntary disclosure and cooperation; (vi) pre-trial diversion, including deferred and non-prosecution agreements; (vii) compliance monitors and the monitorship process; (viii) the Foreign Corrupt Practices Act; and (ix) proposals for corporate criminal reform. The seminar 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.

This is a three-credit class.

The student's grade will be based on a major paper (20-25 pages) and class participation.

Papers are eligible to satisfy the writing project (WP) requirement and will be due four weeks after final exams for the Winter quarter.

Winter 2016 - Andrew S. Boutros

Corporate Finance

LAWS 42501 - 01 (3) x

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.
Autumn 2015 - Dhammika Dharmapala

Corporate Governance

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

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.

Autumn 2015 - Thomas A. Cole

Corporate Governance (for Closely Held Corporations)

LAWS 75007 - 01 (3) x, m

Considerable commerce is conducted by non-public corporations in the United States. This seminar will explore historic and evolving governance issues from the perspective of such entities with broad shareholder bases. Students will consider the roles, influences, expectations and responsibilities of managers, board members, and shareholders. We will explore board member and manager fiduciary duties extensively, and then consider applications of those duties; statutory and common law limitations and exceptions; special circumstances when ERISA is involved; with meanders into ESOP entities, indemnification concepts and justifications for director liability insulations. We will consider in all classes practical implications for attorneys counseling corporate clients.

Classes are interactive and active participation is expected. Grades will be based on class participation, one position/research paper (10 pages) and an open note final exam. Enrollment will be limited to 14 students.

Winter 2016 – Jerome Smyth

Corporate Governance in China

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

Good corporate governance is essential to building an effective and stable capital market. China, which leads the world in economic growth, still lags in corporate governance and its capital markets remain underdeveloped as a result. Despite a plethora of new laws and regulations, compliance remains problematic and transparency inadequate – and board and management practices still vary widely across state-owned enterprises, publicly-listed companies, and privately-held firms. Furthermore, appreciation for ethical behavior, which is regarded as the bedrock of good governance and central to reform, is proving difficult to institutionalize. Given the growing volume of Chinese investment activity, the potential impact of a corporate collapse, and the risk of contagion spreading between Chinese and Western capital markets, corporate governance in Chinese companies is becoming an important concern not only for China but for investors and regulators worldwide.

This seminar will review the current state of corporate governance in China, compare Chinese practice to Western practice, examine recent high-profile failures, and highlight reform efforts. The seminar will be highly interactive and include extensive discussion of case studies. During the class, students will also learn-by-doing when they role-play a major governance crisis scenario, expressing the attitudes and behaviors of corporate executives, board directors, and regulators. Grading will be determined by class participation and 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 detailed, hypothetical governance crisis scenario, which will compete for inclusion in a monograph of future scenarios to be published later in the year.

Spring 2016 - Tom J. Manning

Corporate Governance in Emerging Markets

LAWS 75006 - 01 (3) +, r, w, x, m

This seminar provides an overview of recent developments and scholarship relating to corporate governance, primarily from a “law and finance” perspective. It particularly emphasizes the context of developing and transitional economies and other jurisdictions without a long tradition of strong corporate and securities law and enforcement. Topics to be covered include:

- 1) The emerging markets context, the distinctive legal and governance issues raised by firms with controlling shareholders, and the legal and institutional preconditions for stock market development
- 2) Legal and economic aspects of tunneling and other forms of self-dealing among firms with controlling shareholders
- 3) The debate on the impact of historical legal origins on stock market development
- 4) The evidence on the impact of corporate and securities law reforms on firm value and stock market development, introduced through country-level studies of major recent reforms in Korea, India and Russia
- 5) The distinctive context of corporate governance in China, including issues raised by the role of governmental entities as controlling shareholders
- 6) Regulatory dualism, as exemplified by Brazil's Novo Mercado, and the regulation of hostile takeovers in emerging markets
- 7) The causes and implications of the phenomenon of international cross-listing
- 8) The role of public and private enforcement of securities law in stock market development

While some background in areas such as corporate and securities law would be helpful, there is no formal prerequisite for the seminar.

Some readings from the "law and finance" literature will be interdisciplinary in approach, and some undertake statistical analysis.

However, no background in finance or statistics will be assumed. Rather, the emphasis will be on understanding the implications of the readings for law and policy.

Winter 2016 - Dhammika Dharmapala

Counterintelligence and Covert Action - Legal and Policy Issues

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

This seminar will focus on the constitutional and 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. Although the primary focus of the seminar will be separation of powers issues and the role of executive power in counterintelligence and covert action, 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 2016 - Stephen J. Cowen

Criminal and Juvenile Justice Project Clinic

LAWS 67213 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s

The Project provides law and social work students the supervised opportunity to represent children and young adults accused of crime in juvenile and adult criminal court. Representation includes addressing the social, psychological and educational needs of our clients and their families. In addition to direct representation, students are involved in policy reform and public education including work with coalitions on issues of juvenile life without parole, youth violence, mass incarceration, and the collateral consequences of conviction.

Autumn 2015, Winter 2016, Spring 2016 - Herschella G. Conyers; Randolph N. Stone

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3) x

This course focuses on the law regulating the investigatory process, including searches, seizures, and confessions.

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

Winter 2016 - John Rappaport

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3) x

This course focuses on the constitutional law of searches, seizures, self-incrimination, and confessions.

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

Spring 2016 - Richard H. McAdams

Critical Race Theory

LAWS 69105 - 01 (3) +, r, w

This class focuses on an intellectual and political movement called Critical Race Theory, a radical left position on race and law that emerged in law schools in the late 1980s. Critical Race Theory scholarship is unified by two major intellectual and political commitments. First, CRT scholars argue that liberal legal approaches to race, even and especially laws that demand racial neutrality, serve to reproduce white supremacy and racial inequality. For example, the civil rights laws of the

1960s narrowly focused on intentional discrimination and took off the table any legal remedy for structural processes like residential segregation, labor market segmentation and disparate public school financing. Second, CRT scholars argue that law should be used to advance a political commitment to racial empowerment and anti-subordination (for example, by broadly reading the equal protection clause to require a remedy for structural inequality). We will spend much of our time tracing the intellectual history of the movement by reading the key writings that formed the center of the movement. The course will explore the movement's central commitments, as well as its political split-offs, renegades, and disgruntled fellow travelers. In addition, we will explore the trenchant critique of identity politics developed by liberal and conservative scholars in the legal academy, and the debate over the movement's critique of merit. In the context of theoretical argument, specific topics to be covered will include: police brutality, affirmative action in education, hate speech and immigration reform.

Students should have a basic understanding of equal protection in Constitutional Law. Con Law III is helpful in this regard. If you have not yet taken Con Law III, you should expect to read these cases on your own.

Students will choose between writing a twenty-five page paper or three ten-page papers on topics of their choice.

Students will also be asked to write short half-page reaction pieces to some portion of the course reading, to be submitted before class.

Twenty-five percent of the course grade will come from class attendance and student participation in a vigorous and stimulating discussion.

For a preview of the syllabus, see www.dariarothmayr.com.

Autumn 2015 - Daria Roithmayr

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

LAWS 71408 - 01 (3) s, x, m, l

This seminar is a survey of cross-border transactions and how successfully negotiating a transaction may vary across borders. We will first examine U.S. M&A, securities and financing transactions to gain comparative oversight. After covering this foundational overview, we will turn to Europe to gain an understanding of how various governance rules and local laws can impact transactions and procedures. Next, we will devote some time to Asian markets to show how recent changes in local law have expanded the opportunities for cross-border transactions, particularly for capital markets transactions, and the implications of such changes on the legal profession. Subsequently, we will take a brief look at the growth of project finance in the Middle East. The seminar will also discuss the increasingly important issue of bribery, focusing primarily on the Foreign Corrupt Practices Act and the UK Bribery Act. We will then put all this together to discuss multi-jurisdictional transactions and how to best negotiate cross-border legal, procedural and cultural differences.

Students will work in teams throughout the quarter to mark up and negotiate various agreements.

Autumn 2015 - Tarek Sultani

Current Controversies in Corporate and Securities Law

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

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 2016 - Richard Shepro

Current Issues in Criminal and National Security Law

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

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 Surveillance Act), 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 and certain state bar rules in that context), 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, and economic sanctions, and national security leaks.

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 preferably written in the form of a U.S. Supreme Court opinion (20-25 pages, including a majority and dissent) on a select issue in criminal and national security law.

Guest speakers will help facilitate discussion on certain topics.

Pre-requisites: Criminal Law and Constitutional Law I.

Winter 2016 - Patrick J. Fitzgerald; Michael Y. Scudder

Data Breach - Identification, Investigation, Notification, and Defense

LAWS 68403 - 01 (2) x, m, l

This seminar will examine how corporate actors are required to respond and notify around a data breach incident. Students will explore the substantive and

procedural requirements that arise from state and federal data breach notification laws, and the requirements placed on corporations to notify impacted individuals when there has been a breach of triggering information, as both of those terms are defined under the laws. Topics include determining the laws applicable to a particular corporate entity (Gramm-Leach-Bliley, HIPAA, state laws, etc.), deciding if an incident constitutes a breach where notice is legally required, practical considerations for investigating a breach within various types of corporate entities, steps required for providing legally-compliant notification, exposure and legal risks after notification, and considerations for providing notification even if not legally required to do so. This practical and hand-on seminar will use a text written by the professor, a practitioner who regularly counsels companies who have suffered a data breach.

The grade is based on in-class participation, an in-class presentation, and a series of short reaction papers.

Autumn 2015 - Liisa M. Thomas

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

LAWS 68303 - 01 (2) x, m, l

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 computers and email, use of geolocation information, GPS tracking, collection of historical and prospective cell-site location information and records and real-time cell phone tracking, searches of cell phones, and the act-of-production doctrine and compelled production of computer passwords. 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 2016 - Michael D. Sher

Divorce Practice and Procedure

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

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 the ever changing family unit 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, injunctions, temporary and permanent child custody, visitation (parenting rights), temporary and permanent maintenance (alimony), child support, liability for attorneys' fees, property rights and the division of assets and liabilities, valuation

of assets, premarital and postmarital agreements, ethical issues, federal tax law affecting divorce and enforceability of divorce related orders if there is a subsequent bankruptcy. We will also discuss same-sex marriage, civil unions and issues relating to LGBT relationships.

Students will have the opportunity to discuss topics and present arguments not only to instructors, but sitting Illinois Domestic Relations Court Judges, who will participate in several classroom discussions.

Forty percent of a student's grade is based on class participation, and sixty percent on the legal memoranda to be prepared.

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

Autumn 2015 - Donald Schiller; Erika N. Chen-Walsh

Drafting Contracts: The Problem of Ambiguity

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

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 2016 - Preston M. Torbert

Economic Analysis of the Law

LAWS 73201 - 01 (3) c/1, x

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 2015 - Anup Malani

Election Law

LAWS 95903 - 01 (3)

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 2015 - Nicholas Stephanopoulos

Elements of Business Law

LAWS 42300 - 01 (3) e, x

About half of all law students will become transactional lawyers of various kinds, but almost the entire first-year curriculum is focused on litigation. This course seeks to fill the gap by introducing key principles of transactional law and practice. It is a business-law companion to the "Elements of Law" course. The goals are: (1) to introduce certain foundational concepts and tools that will be useful for upper-level business-law courses; (2) to expose students thinking of summer jobs to what it is like to be a transactional lawyer; and (3) to provide an overview of business-law issues to students who do not plan on a transactional career. We will examine several specific transactions in detail, covering the background law and concepts, the transaction itself, and a discussion about the issues surrounding it. Some of these will be transactions where the lawyer's job is to expand the pie, and others

will be where the job is to divide the pie. In all cases, we will discuss the role of the lawyer, tools of analysis (e.g., valuation, accounting, statutory and rule interpretation, etc.), and ethical issues that may arise.

No business experience, economics training, or particular interest in business is required.

Grades will be based on a mix of reaction papers, journal entries, exercises, and an essay.

Spring 2016 - M. Todd Henderson

Emotion, Reason, and Law

LAWS 99301 - 01 (3) r, w, c/l, e, x

Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused.

The first part of this course will study major theories of emotion, asking about the relationship between emotion and cognition, focusing on philosophical accounts, but also learning from anthropology and psychology. We will ask how far emotions embody cognitions, and of what type, and then we will ask whether there is reason to consider some or all emotions “irrational” in a normative sense.

We then turn to the criminal law, asking how specific emotions figure in doctrine and theory: anger, fear, compassion, disgust, guilt, and shame. Legal areas considered will include self-defense, reasonable provocation, mercy, victim impact statements, sodomy laws, sexual harassment, shame-based punishments.

Next, we turn to the role played by emotions in constitutional law and in thought about just institutions – a topic that seems initially unpromising, but one that will turn out to be full of interest.

Other topics will be included as time permits.

Open to all law students without prerequisite.

Undergraduates may enroll only with the permission of the instructor.

Assessment will be via a take-home exam or a substantial research paper.

Spring 2016 - Martha C. Nussbaum

Employee Benefits Law

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

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 for this seminar.

Autumn 2015 - Charles B. Wolf

Employment Discrimination Law

LAWS 43401 - 01 (3) 1

This course 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.

The student's grade will be based on class participation and a final examination.
Winter 2016 - James Whitehead

Employment Law

LAWS 43511 - 01 (3)

This course examines the evolving role of work and the nature and scope of legal regulation of the employment relationship. We will focus on the federal laws and common law doctrines that establish a structure of worker rights and obligations for non-unionized employees. Areas of concentration will include: statutory protection against discrimination in hiring, promotion, and termination, limitations on employer control of the terms and conditions of employment, and the development of common law protection from discharge.

Spring 2016 - Zev J. Eigen

Employment Law Clinic

LAWS 67113 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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 2015 - Randall D. Schmidt

Employment Law Clinic

LAWS 67113 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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.

Winter 2016 - Randall D. Schmidt

Employment Law Clinic

LAWS 67113 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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.

Spring 2016 - Randall D. Schmidt

Energy Law Seminar

LAWS 45302 - 01 (3) x, m, l

The Energy Law Seminar exposes students to current issues facing energy industry practitioners. Topics covered during the first half of the seminar include United States shale developments, international energy projects, the natural resources curse, energy finance challenges, and energy litigation/arbitration trends. The second half of the seminar consists of a West Africa simulation, in which student teams bid on real petroleum licenses in West Africa, engage in a multilateral negotiation with other teams to acquire and divest license interests, and then drill wells by rolling dice to determine which of the 50 petroleum prospects are discoveries.

The grade is based on in-class participation (including presentations and simulation performance), negotiation sessions between class meetings, and written agreements/memoranda.

Spring 2016 - 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 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 and real 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 2015 - Elizabeth W. Kregor; Salen M. Churi

Environmental Law

LAWS 46001 - 01 (3) c/l

This course introduces students to the laws, policies and theories related to environmental protection in the United States. No environmental, engineering or science background is required, and it is not necessary to take Administrative Law before or during enrollment in this course. The course reviews different, and often competing, objectives related to the environment: development and use of natural resources, preservation of nature, protection of human health, economic efficiency, and distributional equity. The course explores in depth how the common law and

the major federal environmental statutes (e.g. the Clean Air Act, the Clean Water Act, etc.) address these objectives.

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

Winter 2016 - Mark N. Templeton

Ethical Quandaries in Legal Practice

LAWS 41017 - 01 (3) p, x, m, l

Given 24-hour news cycles, macro-economic pressures facing many law firms, government entities and corporations, 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 interests in: exercising independent judgment, serving as officers of the court, providing zealous advocacy and earning a living. Seasoned attorneys in private practice, in-house counsel 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.

The grade assessment is: 30% class participation, 30% based on a research paper, 30% on a take-home final exam, and 10% on reaction papers.

Spring 2016 - Joseph Alesia; Sharon R. Fairley

EU Competition Law and Economics

LAWS 75402 - 01 (2 or 3) w, x, m, l, c/l

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 seminar 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 old cases. The seminar also covers Chinese antitrust law and cases as well. Their law, which went into force in 2008, is based on elements of EU and US law and there are already several important cases.

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

Spring 2016 - David S. Evans

European Legal History

LAWS 91901 - 01 (2 or 3) r, w, 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 2016 - Richard H. Helmholz

Evidence

LAWS 41601 - 01 (3) x

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 2016 - Brian Leiter

Evidence

LAWS 41601 - 01 (3) 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 grade is based on a final in-class examination.

Spring 2016 - John Rappaport

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.

Autumn 2015 - Frank H. Easterbrook

Evolution, Neuroscience, and the Law

LAWS 76603 - 01 (3) r, x, m

This seminar critically examines the relationship between contemporary developments in evolutionary psychology, evolutionary game theory, neuroscience, genomics and the law.

Although the legal academy has embraced many social scientific methodologies, it is still in the early stages of wrestling with how contemporary developments in the biological sciences bear on the law. Over the past several decades, a number of empirical and technological advances have, however, generated a veritable renaissance in the biological, evolutionary and neurobiological sciences. This renaissance creates new potential for cross-fertilization but also many dangers of misinterpretation, some of which the legal academy is poorly suited to address. To help bridge this gap, this seminar introduces students to several of the key developments that have generated this renaissance. Topics of discussion will include the evolution and neuropsychological underpinnings of cooperation, law, and the psychological attitudes that animate legal systems. Students will critically discuss the relationship between recent findings and other work in the study of human decision-making. Other topics for critical discussion will include the bearing that recent developments have on questions of freedom of the will, responsibility, the function of criminal punishment, race and the persistence of racial inequality.

Spring 2016 - Robin B. Kar

Exoneration Project Clinic

LAWS 67413 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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 strongly 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 2015, Winter 2016, Spring 2016 - Russell Ainsworth; David B. Owens; Tara E. Thompson

Fair Housing

LAWS 97312 - 01 (3) r, w, x, m

This seminar will focus on the law and policy of fair housing, broadly construed. Significant attention will be devoted to antidiscrimination laws in housing, including the federal Fair Housing Act. We will also explore existing and proposed policies for improving access of lower-income people to housing. The dynamics of segregation and concentrated poverty will be examined, as well as the effects of zoning and other land use controls. Additional topics may include urban squatting, rent control, gentrification, subprime lending, the siting of locally undesirable land uses, and the use of eminent domain in "blighted" areas.

The student's grade will be based on class participation and a research paper.
Spring 2016 - Lee Fennell

Family Law

LAWS 45001 - 01 (3) r, c/1

This course will examine the state's role in recognizing and regulating personal relationships between adults and between adults and children. Throughout the quarter we will explore assumptions about family that underlie existing legal regulation, including assumptions embodied in constitutional law.

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

Paper writers require permission of the instructor; ADDITIONAL explicit instructor consent required for paper to be considered for SRP certification.

Can be taken with Constitutional Law VII (LAWS 47101) with permission of the instructor. Undergraduates by instructor permission only.

Spring 2016 - Mary Anne Case

Federal Courts

LAWS 41101 - 01 (3) x

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, and the relationships between federal and state courts.

There are no prerequisites.

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

Winter 2016 - Adam K. Mortara

Federal Courts

LAWS 41101 - 01 (3) x

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, and the relationships between federal and state courts. Constitutional Law I is a prerequisite, though it may be waived in special circumstances.

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

Spring 2016 - William P. Baude

Federal Criminal Justice Clinic

LAWS 67513 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, 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 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 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 U.S. Supreme Court.

FCJC students interview clients and witnesses; meet 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 participate in case investigations. Students involved in 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.

The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year.

It is strongly recommended that students interested in joining the FCJC as 3Ls take Prof. Siegler's Federal Criminal Procedure course during 2L year (if offered) and take the Intensive Trial Practice Workshop at the beginning of 3L year. The FCJC is a year-long clinic and is typically only open to 3Ls. Any slots that remain after bidding closes will be opened to 2Ls.

Autumn 2015 - Alison Siegler; Erica K. Zunkel; Judith P. Miller

Federal Criminal Justice Clinic

LAWS 67513 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s

The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes and gives students a unique opportunity to practice in federal 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 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 U.S. Supreme Court.

FCJC students interview clients and witnesses; meet 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 participate in case investigations. Students involved in 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.

The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year.

It is strongly recommended that students interested in joining the FCJC as 3Ls take Prof. Siegler's Federal Criminal Procedure course during 2L year (if offered) and take the Intensive Trial Practice Workshop at the beginning of 3L year. The FCJC is a year-long clinic and is typically only open to 3Ls. Any slots that remain after bidding closes will be opened to 2Ls.

Winter 2016, Spring 2016 - Alison Siegler; Erica K. Zunkel; Judith P. Miller

Federal Criminal Law

LAWS 46501 - 01 (3) x

This course surveys the substance and structure of federal criminal law. The appropriate scope of federal criminal law and enforcement is a central theme of the course. Topics examined include: federal jurisdiction over crime and offenses that enlarge the reach of federal criminal law such as mail fraud; federal crimes occurring in markets, including transactions in illegal markets (such as drug trafficking) and illicit transactions in legal markets (such as securities fraud);

federal crimes involving corrupt payments, such as bribery, extortion, and foreign corrupt practices; federal crimes involving concealment, such as false statements, perjury, obstruction of justice, and money laundering; the regulation of criminal activity occurring in and through formal and informal organizations (such as RICO), and the allocation of liability between individuals and organizations with particular attention to deferred prosecution agreements.

Winter 2016 - Thomas J. Miles

Federal Criminal Practice

LAWS 47502 - 01 (3) s, x, u, l

Federal Criminal Practice aims to 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. Because the class is taught by two senior associates at Winston & Strawn LLP who focus their practices on criminal law, including representation of individuals and companies in criminal matters and referrals to law enforcement agencies, the class seeks to prepare students to bridge the gap between law school and actual practice of federal criminal law. The class seeks to combine substantive content with practical considerations to help students start to think like a practitioner. The class includes lecture and discussion about significant topics in federal criminal law; guest speakers with prosecutorial, judicial, and private practice experience who will describe the application and implications of these topics; and practical exercises that will provide students with the opportunity to enhance their advocacy abilities both orally and in writing.

The class will review four major areas of federal criminal law: (1) the role and scope of the federal criminal system; (2) federal narcotics prosecutions; (3) federal public corruption prosecutions including use of the mail fraud and honest services statutes; and (4) federal racketeering laws. Students will gain a working knowledge of relevant case law on these topics, and will also review and apply real cases prosecuted in federal courts in the Northern District of Illinois. Students will also hear from guest speakers on topics 2-4, who will also provide information about more general challenges and issues that they have observed or experienced in their own practices and will provide tips regarding the upcoming practical exercises, discussed below. To cover a spectrum of experiences, the speakers will be (1) a federal judge in the Northern District of Illinois who also served as an Assistant United States Attorney for many years; (2) a current Assistant United States Attorney who is early in his prosecutorial career; and (3) a former Assistant United States Attorney who now focuses his practice on criminal defense work at a law firm.

This class is unique in that it will incorporate a practical component, namely: writing and arguing a motion to suppress evidence and a sentencing position; conducting an opening statement; and presenting a short closing argument. For all exercises students will be divided evenly between prosecutors and defense attorneys.

Students will complete two written and three oral exercises which, together with class participation, will provide the basis for each student's grade.

Because of the practical component, the class size will be strictly limited to 12 students.

Spring 2016 - Shannon T. Murphy; Jared L. Hasten

Federal Criminal Procedure: From Bail to Jail

LAWS 47301 - 01 (3) e, 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, as the case moves through the court process. (This course is not called "Criminal Procedure II" because Criminal Procedure I is not a prerequisite.) 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.

Spring 2016 - Alison Siegler

Federal Habeas Corpus

LAWS 58502 - 01 (2 or 3) x, m

We will cover the history of the Great Writ and the evolution of the scope of federal habeas corpus review and relief; the Suspension Clause; habeas review in capital cases including stays of execution; alternatives to habeas review; state post-conviction proceedings; and jurisdictional issues in both the trial and appellate courts. There will be an emphasis on habeas review under the Antiterrorism and Effective Death Penalty Act, which will be particularly helpful for students taking federal judicial clerkships.

Students' grades are based on in-class examination and participation, and a short research paper (if the 3 credit option is chosen).

Students who have completed Criminal Procedure III (LAWS 49701) may not register for this class.

Autumn 2015 - Adam K. Mortara

Federal Regulation of Securities

LAWS 42401 - 01 (3) +, x

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 companies. The course will cover rules relating to public and private offerings of securities by issuers, to sales and resales of securities, and to ongoing disclosure and reporting obligations of issuers and other securities markets participants. The course will also cover liability provisions under the Securities Act and the Securities Exchange Act, as well as private and public regimes for enforcing compliance with securities laws.

Business Associations, Corporations or a similar survey course is a strongly recommended prerequisite for Securities Regulation.

LL.M. students may register for the class if they have taken a class on corporate law while pursuing their first law degree.

The casebook required for the class is James D. Cox, Robert W. Hillman and Donald C. Langevoort, *Securities Regulation: Cases and Materials* (7th edition, 2013). Grades will be based primarily on a final in-class examination but valuable class participation will be taken into account.

Autumn 2015 - Urska Velikonja

Federal Regulation of Securities

LAWS 42401 - 01 (3) x

We will examine in detail the law regulating the issuance and sale of securities (that is, stocks, bonds, and other financial instruments) in the United States.

Topics will include: initial public offerings (IPOs), the regulation of stock exchanges, private placements of stock, securities fraud litigation, and the regulation of broker-dealers.

Winter 2016 - M. Todd Henderson

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 four short reaction papers.

Autumn 2015 - Julie Roin

Feminist Economics and Public Policy

LAWS 70502 - 01 (2 or 3) c/l, x, m

This seminar will explore advances in feminist economics and the implications for public policy in local and global communities. Drawing from feminist economics research, the seminar will address the persistence of gender inequality in societies

around the world and proposed policy solutions. Topics will include gender relations and the organization of domestic and market work, violence against women, workplace and pay equality, gendered access to resources, education, and healthcare, and gender and property rights.

Grades will be based on a series of short writing assignments and class participation.

Spring 2016 - Diana L. Strassmann

Food and Drug Law and Policy

LAWS 94501 - 02 (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 paper.

Spring 2016 - Jack R. Bierig

Foreign Relations Law

LAWS 97801 - 01 (3)

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, the Iraq war, targeted killings, and drone strikes, among other topics.

Grades will be based on a final examination.

Autumn 2015 - Daniel Abebe

Freedom of Speech in the Digital Age

LAWS 40202 - 01 (3) +, r, w, x, m

New communication technologies raise new and difficult questions about the meaning of the First Amendment guarantee of freedom of speech. This seminar engages those questions. It examines what freedom of speech means in the digital age and how the government can and should protect it. Topics covered in the seminar will include: search code and the constitutional category of speech;

revenge porn; copyright and the Digital Copyright Millennium Act; network neutrality; video games; the right to record; and the First Amendment problems raised by mass government surveillance

Students will be evaluated on the basis of their in-class participation, three short response papers, and a final essay.

Constitutional Law II is a prerequisite for the seminar.

Spring 2016 - Genevieve Lakier

From Caliphate to Nation State: A Survey of Modern Muslim Constitutional Thought

LAWS 80232 - 01 (3) x, m, l, c/l

This seminar will review the contemporary debates around the role of Islamic Law in modern political and legal systems. The primary objective of the seminar will be to give the student a basic understanding of Islamic legal theory and the challenges modern Muslim nation states face in addressing the role of Islamic Law. The seminar will focus on the constitutional law issues regarding sources of law, religious freedom, public interest, and related issues in Muslim majority countries as well as review the debates around the application of Islamic Law in Muslim minority states. Current political debates around Shari'ah law will be assessed against Islamic legal theory and constitutional law, specifically in light of the "Arab Spring" revolutions and the phenomena of violent extremism such as ISIS. As such, in addition to a theoretical understanding of Islamic Law in the modern context, students will also develop an understanding of the practical impact of legal theory on political, social, and economic realities in the Muslim world and beyond.

This is a one-quarter seminar for 2L and 3L students.

There are no pre-requisite courses required in Islam.

Weekly readings will be assigned in English language source materials.

The seminar will draw on the lecturer's extensive personal experience with the subject matter and knowledge of the legal systems of Muslim majority states such as Saudi Arabia, Turkey, UAE, Pakistan, Egypt, Malaysia, and elsewhere. Professor Kamran Bajwa studied classical Islamic Law and Islamic Theology at the Al-Azhar seminary in Cairo, Egypt prior to attending the University of Michigan Law School where he also took advanced courses in Islamic Law. Professor Bajwa currently heads the Middle East regional practice for the law firm of Kirkland & Ellis and has served as an advisor to major Islamic scholars and political leaders throughout the Muslim world involved in legal reform and intellectual projects.

Grading will be based on a group presentation to the class on sub-topic of students' choice, a short 10-12 page research paper, and class participation and attendance.

Autumn 2015 - Kamran S. Bajwa

Frontiers of Consumer Protection Law

LAWS 57503 - 01 (2 or 3) x, m, l

What do student loans, television advertisements, and telemarketing all have in common? Consumer protection law. This large and critically important body of law impacts everyday life in ways that are often unappreciated. Congress, state legislatures, agencies, and consumers are actively involved today in shaping consumer protection in response to new technologies, financial instruments, and marketing strategies. In this seminar, students will learn the history and theory of consumer protection law and evaluate its effectiveness. They will be introduced to the law associated with product warranties, predatory lending, and debt collection practices.

Students will be evaluated based on class participation and a series of reaction papers (two credits).

Students may earn a third credit by writing a short research paper (10-15 pages) in addition to the rest of the coursework.

Spring 2016 - Nadia Nasser-Ghods

Frontiers of Corporate Law

LAWS 42306 - 01 (2) +, x, m

We will read cases, academic articles (from lawyers, economists, and business academics), and books on current issues in corporate law. The seminar will build on the foundational corporate law or business associations course, by examining issues at the cutting edge of corporate governance

Grades will be based on a series of short essays responding to the readings.

Prerequisite: Corporations or Business Organizations.

Autumn 2015 - M. Todd Henderson

Fundamentals of Accounting for Attorneys

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

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 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 homework, papers, and a final examination.

Autumn 2015 - Philip Bach; Sean M. Young

Gendered Violence and the Law Clinic

LAWS 63313 - 01 (3 or 4 per quarter, 7 total) a, s

When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What other legal tools are available to survivors and how useful are those tools? Students will explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at the civil legal services office of LAF. Students will work primarily on family law and immigration cases, while accepting some assignments from LAF's other practice areas where the legal rights of survivors of gendered violence are implicated. 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 discrimination and eviction matters, unemployment insurance hearings, and public benefits 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. Students eligible for a 711 license may appear in court under attorney supervision. Prior experience and language skills may be considered in determining each student's clinical placement.

Students' grades will be based on participation and case presentations in the seminar, performance in the clinical field work, and writing assignments. Students will also participate in a simulated hearing at the end of the course.

Participation over both Winter and Spring quarters is required.

Winter 2016, Spring 2016 - Neha Lall

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

LAWS 95902 - 01 (1, 0, 0) a, x

We will explore a series of works on urban crime, politics, and policing, with an emphasis on the City of Baltimore: David Simon, "Homicide: A Year on the Killing Streets," Sudhir Venkatesh, "Gang Leader for a Day," Jill Loevy, "Ghettoside: A True Story of Murder in America," 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 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 2015, Winter 2016, Spring 2016 - Jonathan Masur; Richard H. McAdams

Greenberg Seminar: Criminal Justice and Medical Ethics in Literature

LAWS 95902 - 02 (1, 0, 0) a, x

Students in this seminar will read and discuss literature that relates to the respective disciplines of Professor Alison Siegler and of her father, Professor Mark Siegler of the Medical School. We will study selected criminal justice topics and medical ethics issues through the lens of novels, plays, and other primary sources. We will also explore the centrality of storytelling in lawyering and doctoring. Topics will include mens rea in Capote; sentencing in Shakespeare; end-of-life decision-making in Tolstoy; and crime, punishment, and ethics in Dylan's music. Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Alison Siegler; Mark Siegler

Greenberg Seminar: Great American Cities

LAWS 95902 - 05 (1, 0, 0) a, x

We plan to read one book per session (mostly nonfiction), each about a different American city, and each illuminating a different aspect of urban policy (e.g., housing, crime, courts, corruption, etc.). The idea is to learn about broad urban policy issues while also being exposed to the idiosyncratic details of individual cities.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Nicholas Stephanopoulos; John Rappaport

Greenberg Seminar: Iran

LAWS 95902 - 03 (1, 0, 0) a, x

Iran is a country that is frequently discussed, but rarely understood. This Greenberg seminar will focus on developing a greater understanding of the culture, domestic politics, and foreign affairs of Iran, as well as its position in the broader Middle East. Sessions will focus on what life is like within Iran, how Iran's government functions, US-Iran relations, and the way that Iran shapes the politics of the middle east. The seminar will use a combination of books and films to explore these themes.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Adam Chilton; Thomas Ginsburg

Greenberg Seminar: Law and Empire in Historical Perspective

LAWS 95902 - 04 (1, 0, 0) a, x

This Greenberg Seminar, which will be led by professors Alison LaCroix (law) and Jennifer Pitts (political science), will focus on recent works examining the law and politics of empire from the early modern period through the early twentieth century. Empires present particular problems of constitutional law, in particular the relationship between center and periphery. They are arenas in which

conceptions of sovereignty, authority, and regulation are created and fought over. They are also sites of conflict over membership, commerce, and the rights of colonized peoples. We will read works by historians, political scientists, and legal scholars that situate these issues in the context of particular empires, in both the Atlantic and Pacific worlds.

Three seats are reserved for non-law students. Prospective students who are not law students should send to both instructors a brief statement indicating their reasons for interest in the course.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Alison LaCroix; Jennifer Pitts

Greenberg Seminar: Meritocracy?

LAWS 95902 - 10 (1, 0, 0) a, x

What does a meritocracy look like? Is it related to democracy – and, if so, how do Chinese or other forms of meritocracy differ from ours? By the third seminar we will move to sports (pure meritocracy, it would seem – but what about accommodating disabilities and what of artificial enhancements that are against the rules?). Does the law regarding employment tests, not to mention law school itself, fit common sense notions of meritocracy? Are markets meritocratic or is that something different? If these questions interest you, then please join us (subject to registration space), but be sure your Thursday evenings are free in the Autumn and Winter Quarters.

Credit may not be allocated to Spring.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Saul Levmore; Julie Roin

Greenberg Seminar: Plutocracy

LAWS 95902 - 09 (1, 0, 0) a, x

Plutocracy means “rule by the wealthy.” It is firmly rejected by modern democratic principles, yet over the last decade influential commentators have argued that plutocracy has reappeared around the world, including in the United States and Europe. We will discuss whether plutocracy really exists, and if it does, why, and what can be done about.

Our tentative reading list includes Jeffrey Winters, *Oligarchy*; Scott Radnitz, *Weapons of the Wealthy: Predatory Regimes and Elite-Led Protests in Central Asia*; Chrystia Freeland, *Plutocrats: The Rise of the New Global Super-Rich and the Fall of Everyone Else*; David Rothkopf, *Superclass: The Global Power Elite and the World They Are Making*; and Robert Frank, *Richistan: A Journey Through the American Wealth Boom and the Lives of the New Rich*.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Eric A. Posner; David A. Weisbach

Greenberg Seminar: Satan in Law and Literature

LAWS 95902 - 06 (1, 0, 0) +, a

The Prince of Darkness (aka Lucifer, Satan, Mephistopheles, The Old Man Down the Road, and many other aliases) has left a deep mark on all the arts, not least on literature. He is an irresistible magnet for performers, from Samuel Ramey to Jack Nicholson and Mick Jagger. And his cult remains vigorous in the United States, posing numerous challenges for law. We propose to study some leading works of literature in the tradition of Satanology, including works by Dante, Marlowe, Milton, Goethe, and John Updike. We will then look at recent cases involving the claims of Satanists.

Prospective students should send to both instructors a statement indicating your background in literature and your reasons for interest in the course.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Martha C. Nussbaum; Richard A. Posner

Greenberg Seminar: Slavery and its Aftermaths

LAWS 95902 - 11 (1, 0, 0) a, x

The legacy of American slavery looms today behind many public policy discussions about inequality, race, education, and housing policy. In this Greenberg, we aim to deepen understandings of slavery and its legacies, paying particular attention to economic issues. We will read inter alia histories of American slavery, Jim Crow, and peonage.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Daniel Abebe; Aziz Huq

Greenberg Seminar: The Future

LAWS 95902 - 12 (1, 0, 0) a, x

This seminar examines both fictional depictions and non-fictional predictions about the future. Drawing from film, literature, and academic scholarship we will explore themes that include the rise of artificial intelligence, apocalyptic predictions, time travel, and dystopian societies, as well as the role of law and government.

Autumn 2015, Winter 2016, Spring 2016 - Anthony J. Casey; Erin M. Casey

Greenberg Seminar: The Natural History of Chicago

LAWS 95902 - 08 (1, 0, 0) a, x

Since the arrival of European settlers in the late 17th Century, human activity has worked great changes on the environment of the Chicago region, and yet, the environment continues to influence human – especially economic – activity in the region. This seminar will examine the interaction of economic development and ecological systems in the Chicago region. Topics may include the influence of Daniel Burnham’s “Plan of Chicago” and contemporary debates about the use of Chicago’s public spaces, prairie restoration and its controversies, and the future of the Great Lakes watershed. At least one of the seminar’s meetings will occur at and

include a tour of a Cook County Forest Preserve; students will be responsible for arranging their own transportation to the Preserve.

Meets Autumn 2015 and Spring 2016 only (credit cannot be allocated to Winter).

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Thomas J. Miles; Mark N. Templeton

Greenberg Seminar: Wine and the Law

LAWS 95902 - 07 (1, 0, 0) a, x

This seminar will consider the law and politics of wine production and regulation in the US and elsewhere. There will be an empirical research component.

Graded Pass/Fail.

Autumn 2015, Winter 2016, Spring 2016 - Thomas Ginsburg; Jonathan Masur

Growth, Inequality, and the Welfare State

LAWS 74102 - 01 (3) +, r, w, x, m

This seminar will examine the dynamics that drive growth, the long-term evolution of inequality, and the concentration of wealth. In its institutional dimension, the seminar will analyze how the patterns of growth and inequality are correlated with the development of legal institutions (e.g., property rights, the law of contract, and the law of business organizations) and the welfare state. While the seminar will focus on cross-country analysis, special emphasis will be given to the study of growth and inequality in the United States. Topics will include: (i) economic theory background, (ii) patterns of growth, (iii) markets and contracts, (iv) torts and government insurance, (v) business organizations in incomplete markets, (vi) the minimal state and the provision of public goods, including infrastructure, education, and health care.

Spring 2016 - Saura Masconale

Hate Crime

LAWS 53704 - 01 (3) w, x, m, l, c/l

This seminar will provide students with an overview of hate crime. The seminar will explore the emergence of modern hate crime laws in the United States and the legal controversies surrounding them. We will examine the challenges of data collection and the impact of data on policy analysis. Law enforcement and hate crime prosecution will be reviewed. The seminar will also consider the limits of the legal system to effectively address hate crime through conventional methods and discuss alternative options.

Grading will be based on class participation and a final research paper.

Autumn 2015 - Cynthia Shawamreh

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 in this country.

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

Autumn 2015 - Jack R. Bierig

Higher Education and the Law

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

This class will look at the law and its relationships to higher education. What does society expect from higher education and how does the law reflect those expectations? Further what does higher education expect from the law? What is academic freedom and how is it viewed by the courts. To examine these questions the class will focus on a number of current issues that are central to higher education including sexual assault, hate speech, affirmative action and faculty selection and retention.

Autumn 2015 - Arthur M. Sussman

Hinton Moot Court Competition

LAWS 99911 - 01 (0, 0 or 3, 0 or 3) +, a, w

The Hinton Moot Court Competition is open to all second- and third-year students (except those third-year students who made it to the semi-finals during the previous year). The competition provides students the opportunity to develop skills in writing and appellate advocacy. Moot Court participants advance through three rounds.

The Fall Round: The focus of the preliminary round is on oral argument—no brief writing is required at this stage. After studying the briefs and record of an actual case and participating in practice arguments with student judges, each competitor must argue both sides of the case to panels of local alumni attorneys.

Approximately 12-14 students advance to the semi-final (Winter) round.

The Winter Round: The students who have advanced to the semi-final round must brief and argue a new case during the Winter quarter. A panel of faculty members judge the semi-final arguments and select the four best advocates on the basis of their written and oral advocacy skills. Semifinalists are recognized as winners of the Mulroy Prize for Excellence in Appellate Advocacy.

The Spring Round: The four finalists work in teams of two on another new case during the Spring quarter. A panel of distinguished judges, usually federal appellate judges, presides at the final argument before the Law School community. The winning team is awarded the Hinton Cup; the runners-up are awarded the Llewellyn Cup.

Students participating in the semifinal round may be eligible for three pass/fail credits and may satisfy the WP graduation requirement. Please see the Student Handbook for additional details.

Autumn 2015, Winter 2016, Spring 2016 - Thomas Ginsburg

Historic Preservation Law

LAWS 61302 - 01 (2) x, m, l

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 2016 - Richard F. Friedman

Housing Initiative Clinic

LAWS 95013 - 01 (1, 2, or 3 per quarter, 9 maximum) 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 Autumn 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 2015, Winter 2016, Spring 2016 - Jeffrey E. Leslie

Human Rights: From Morality to Law

LAWS 96106 - 01 (3)

Human rights are a dominant but highly contested feature of ethical, political and legal thinking in the era ushered in by the Universal Declaration of Human Rights of 1948. This subject explores the many pressing questions raised by these rights from the point of view of contemporary moral, political and legal philosophy and applies the resulting insights to the understanding and evaluation of international law as a means of realizing human rights. The course will address questions such as the following: (1) The nature of human rights: are human rights fundamentally moral, legal, or political in nature? Are they best understood as universal moral rights or triggers for foreign intervention or benchmarks of state legitimacy? Should we think of human rights as continuous with what were formerly called 'natural rights', or are they a *sui generis* notion that came into prominence, as some historians have argued, in the 1970s. (2) The foundations of human rights: Are they based on dignity, interests, God's love for humans, or some other value? (3) The subjects of human rights and the bearers of associated duties: How do we determine who has human rights and who bears the associated duties? (4) Conflicts involving human rights and their relations to the common good. Can human rights conflict with other values and how should such conflicts be resolved? (5) Ethnocentrism and cultural pluralism: Are human rights compatible with cultural pluralism? Can they avoid the charge of Western ethnocentrism? (6) The legalization of human rights. What determines the extent and manner to which human rights should be legalized? Is international human rights law legitimate in light of the claims of state sovereignty? (7) The sources of international law. Can we give an adequate account of when human rights norms acquire the status of customary international law or *jus cogens*? (8) The enforcement of international law. To what extent may human rights be effectively and legitimately enforced through military intervention and criminal punishment. We will discuss these topics by drawing on important recent work on the philosophy, politics and law of human rights.

Spring 2016 - John Tasioulas

Immigration Law

LAWS 50001 - 01 (3)

This course explores the U.S. immigration system. The course will focus on the federal laws and policies that regulate the admission and exclusion of immigrants. Topics covered will include: the visa system, deportation and removal, the law of asylum, the role of the states in regulating migrants, and proposed reforms to the immigration system. The course will also consider how immigration law connects to both constitutional law and foreign policy.

Spring 2016 - Adam Chilton

Immigration Policy

LAWS 96504 - 01 (2) x, m

This seminar will explore immigration policy in the United States and other countries around the world. The seminar will specifically focus on examining which policies are effective and potential reforms to existing policies that are failing. The seminar will explore topics including the financial consequences of immigration, the impacts of efforts to police immigration, the consequences of guest worker programs, and the determinants of public opinion on immigration policy. Specific attention will be given to studying immigration policy in a comparative context.

Winter 2016 - Adam Chilton

Independent Research

LAWS 49901 (1, 2, or 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 2015, Winter 2015, Spring 2015 - Faculty

Innovative Solutions for Business, Law, and Society

LAWS 91304 - 01 (3) w, x, m, l

Many business, legal, and social problems cry out for the kind of imagination typically found in the fields of art, design, and invention, yet very few of us take time to cultivate the analytic and creative skills that give rise to truly innovative solutions. In this seminar, we will apply "design thinking," originally developed by the founders of IDEO (the design firm behind Steve Jobs and Apple), and a variety of related techniques, to important business, legal, and social problems.

In business, we will look at how successful innovators obtain breakthroughs and then practice the techniques on simple challenges such as inventing a new product. We will then progress to larger, more complex challenges like designing an organization that invents streams of new products. In law, we will first examine why corporate clients hold creative lawyers in the highest regard. We will then take

up a challenge faced today by many corporate legal departments – how to develop a system that ensures compliance with the Foreign Corrupt Practices Act (FCPA) while still permitting fast growth in the world’s riskiest emerging markets. To further explore design in the area of law, we will look at legal education and determine how design thinking could lead to more imaginative and meaningful reform. In the area of social impact, we will look at how society can enable universal access to potable water and consider new approaches to building sustainable, green cities amidst the new surge in urbanization taking place in India, China, and the developing world.

Grading will be determined by class participation and by performance across three papers. The first paper will examine best practices in innovation. The second paper will focus on a specific case in business or the legal profession. The third paper will address a large-scale problem such as climate change, political polarization, North Korea, or the rejuvenation of Chicago’s South Side – and will require students to work in teams and present their work to the class at the conclusion of the seminar. Winter 2016 - Tom J. Manning

Institute for Justice Clinic on Entrepreneurship

LAWS 67613 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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. Students may also work on policy projects to change laws that restrict low-income entrepreneurs. Policy work may involve legislative drafting, lobbying, and community organizing.

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 co-requisite unless a student has received special permission from the IJ Clinic instructors.

A commitment of at least two quarters is required.

Autumn 2015, Winter 2016, Spring 2016 - Elizabeth W. Kregor; Salen M. Churi

Intellectual Property-based Finance and Investment

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

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. The grade is based on a final written paper and will be adjusted to reflect class participation.

Autumn 2015 - Michael D. Friedman

Intensive Trial Practice Workshop

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

This is a required class for participation in the Criminal Juvenile Justice, Employment Discrimination, Exoneration and Police Accountability Projects. This class is strongly recommended for participation in the Federal Criminal Justice Project.

This class 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 class concludes with a simulated jury trial presided over by sitting state and federal court judges.

This class is open only to J.D. students entering their 3L year and limited to 48, with preference given to students who have been accepted into a Litigation Clinic.

Completion of this class partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois. 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 class. This class is offered for approximately six hours/day before the beginning of the Autumn Quarter. The Autumn 2015 Workshop is scheduled from 9/14 through 9/25, and the final trial is scheduled for Saturday, September 26.

The student's grade is based on a compilation of daily performance evaluations.

The credits count towards the Autumn 2015 total number of credits cap.

The class does not count towards the 2015-2016 Seminars/Simulations classes cap.

Autumn 2015 - Herschella G. Conyers; Craig Futterman; Randolph Stone

International Business Transactions

LAWS 44401 - 01 (3) w, s, x, m, l

This seminar provides a detailed review and analysis of a number of business transactions in a complex international setting. The documents underlying these transactions include: (i) an acquisition agreement, (ii) a joint venture agreement, (iii) an outsourcing agreement and (iv) a license agreement. These documents will be reviewed in the context of these transactions, which involve business entities in several countries.

Students will be asked to identify and address key legal issues. They will be asked to analyze, draft and revise key provisions of these agreements and determine whether the drafted provisions achieve the objectives sought.

Students will be graded based upon the quality of their preparation for and participation in the seminar and their work product in connection with several drafting assignments.

Spring 2016 - Alan D'Ambrosio

International Commercial Arbitration

LAWS 94602 - 01 (2) s, x, m, l

The objective of this seminar is to familiarize the student with what has emerged as the primary means of resolving cross-border and multi-jurisdictional commercial disputes in today's global economy. Through this seminar, the student will explore the similarities and differences between international arbitration and the procedures used in common law (i.e. the U.S. and U.K.) and civil law (i.e. most of Europe, Asia and Latin America) systems. The student will develop an appreciation for the cross-cultural nature of international transactions and disputes and attain a certain facility with key international arbitration rules, multi-lateral treaties, and arbitration provisions. Through review of relevant court decisions, the student will develop an appreciation for the interplay between the arbitral authority and the national courts. Students will learn when and why to enter into arbitration agreements as well as how to initiate proceedings and select arbitrators, present evidence and contest and enforce awards. This seminar will be interactive with some experiential work, including negotiating, drafting, and oral advocacy in addition to class discussion.

Booth students do not require instructor consent in order to submit a registration request.

The student's grade will be based upon in-class participation and a take-home final exam.

This course is highly recommended for students interested in negotiating international transactions and resolving the disputes arising thereunder.

Autumn 2015 - Michael L. Morkin

International Environmental Law

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

This seminar examines how global resources can be protected within an international legal framework where state actors reign supreme. Sources of international environmental law and associated enforcement mechanisms will be discussed with reference to various environmental problems such as loss of biodiversity, climate change, ozone depletion, trans-boundary air pollution, and oil spills. The relationship between trade, development, and environmental protection will receive particular attention throughout the seminar, as will issues arising from the evolving role of non-state actors.

The student's grade will be based on class participation and a major paper. Writing for this seminar may be used as partial fulfillment of the J.D. writing requirement.

Spring 2016 - Georgie B. Geraghty

International Human Rights Clinic

LAWS 67913 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s

The International Human Rights Clinic works for the promotion of social and economic justice globally and in the United States. The Clinic uses international human rights laws and norms, other substantive law, and multidimensional strategies to draw attention to human rights violations, develop practical solutions using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors. The Clinic works with NGOs and other clients to design, collaborate, and implement projects, including litigation in domestic, foreign, and international tribunals, as well as non-litigation projects, such as documenting violations, legislative reform, and drafting reports. Working in project teams, students develop and hone a variety of skills, including international research, legal and non-legal writing, oral advocacy, communication, interviewing, media advocacy, cultural competency, strategic thinking, and transnational lawyering skills. Students also critically examine the substance and application of human rights law and discuss and confront the ethical challenges of working on human rights problems globally. Students are encouraged, but not required, to take a course in international human rights law or public international law. During Autumn quarter only, Clinic students are required to enroll in the 2-credit International Human Rights Lawyering and Advocacy seminar. Clinic instructors may grant permission to join the Clinic to students who are unable to take the seminar due to a scheduling conflict if the students have completed or are concurrently enrolled in human rights course work. Some students may have the option, but are not required, to undertake international or domestic travel in during the break periods. Students in their first quarter of the Clinic must enroll for 2-3 credits; students can enroll in the Clinic for 1-3 credits in subsequent quarters, in accordance with the Law School's general criteria for clinical courses.

Autumn 2015, Winter 2016, Spring 2016 - Claudia M. Flores; Brian S. Citro

International Human Rights Law and Advocacy

LAWS 96205 - 01 (2) s, x, m

This seminar considers major issues in international human rights law and advocacy. It is designed to introduce students to the promotion and protection of human rights through context-driven advocacy mechanisms and strategies. The seminar will provide an introduction to the history of human rights principles and movements, the development of international human rights norms, and an overview of the international, regional and national institutions that develop, interpret and enforce these norms. The remainder of the seminar will evaluate human rights advocacy tools and strategies applied in various political, social and economic contexts. Through case studies and simulated human rights research and advocacy projects, students will develop the skills to conduct international human rights work, including: performing situational assessments; designing and executing field-work and fact-gathering; report writing; interviewing witnesses and victims of abuses; assessing various litigation and non-litigation strategies; conducting effective legal research using diverse sources; developing cross-cultural and context-driven analysis and advocacy skills; and learning to effectively and realistically evaluate achievements and challenges.

Class discussions and readings will expose students to critical perspectives on the international human rights regime, as well as current research methodologies and technologies used to monitor and promote human rights.

Autumn 2015 - Claudia M. Flores; Brian S. Citro

International Investment Law

LAWS 96405 - 01 (2 or 3) r, w

Foreign investment is a central feature of the world economy, and plays an essential role in economic development. It involves a transaction in which an investor in one country ("home state") sends capital to another ("host state"). But in many cases the transaction is subject to what is called in economics a "dynamic inconsistency problem", in which the host state's incentives change once the investment is sunk, and it may want to renege on its promises to the investor. Furthermore, neither side is likely to want any disputes adjudicated in the courts of the other's country. The global investment regime has arisen to help resolve these problems. The regime includes bilateral investment treaties (known as BITs) as well as multilateral agreements that are embedded in broader treaty structures, such as the North American Free Trade Agreement (NAFTA) or the Energy Charter Treaty. This course will introduce students to the operation of the investment law regime, with an emphasis on the tensions between home and host states, the impact of the regime on development outcomes, and the relationship between law and arbitration.

There are no prerequisites.

Autumn 2015 - Thomas Ginsburg

International Tax Policy

LAWS 44601 - 01 (3) r, w, c/1

This class provides an introduction to the policy issues raised by the taxation of cross-border flows of investment and income. In recent years, growing international economic integration has been associated with an increased extent and scope of multinational firms' operations, and with rapidly expanding cross-border investment flows. This class analyzes the tax policy issues raised by these and other related developments. This is not a class on international tax law. While many international tax rules will be introduced and discussed, the focus is on analyzing policy issues using economic and financial perspectives. The class does not require any background in international taxation. It should appeal not only to those with a general interest in taxation and tax policy, but also to those with a background in business law and an interest in the application of economic and financial concepts to the law.

Winter 2016 - Dhammika Dharmapala

International Trade Law

LAWS 48401 - 01 (3)

This course focuses on the law governing international trade. It will specifically focus on the laws established by the World Trade Organization. This will include an in-depth analysis of the treaties, regulations, and case law that govern international trade. The course will both cover the basic principles governing trade law, as well as the trade laws governing intellectual property, environmental regulation, food safety, trade in services, and technical standards. The course will also examine the implication of the international trading regime for developing countries, and the political economy of trade negotiations.

Winter 2016 - Adam Chilton

Introduction to Law and Economics

LAWS 73201 - 01 (3) e, x

This class is an introduction to the economic analysis of law, an approach that has grown rapidly in the last thirty years and now exerts a profound influence on how law is taught and on how courts make decisions. The class will provide you with a set of tools for analyzing transactions and how they are shaped by legal rules, through systematic exposure to the economic way of thinking about law across a variety of legal contexts. These tools are intended to complement, not to challenge, the traditional doctrinal approach to law. The objective is to equip you to use economic reasoning in an informed and critical spirit to analyze cases and transactions of the sort you may encounter in practice. More generally, you should be able to understand and critically evaluate the use of economic analysis in legal scholarship, judicial opinions, and other legal contexts.

Spring 2016 - Dhammika Dharmapala

Introductory Income Taxation

LAWS 44121 - 01 (3) x

This class provides an introduction to federal income tax law, focusing on the taxation of individuals. Topics covered include (but are not limited to) what constitutes income; what is deductible; and the tax treatment of gains and losses, including the role of "basis" and the difference between "realization" and "recognition." Learning to apply the Internal Revenue Code and Treasury Regulations is an important focus of this course. The class often uses the problems posed by the casebook as a focus for class discussion and application of the Internal Revenue Code, Treasury Regulations, cases, and other sources of tax law. Policies underlying the tax law will also be discussed.

This class has no prerequisites.

The grade is based on an in-class final examination and class participation.

Autumn 2015 - Leandra Lederman

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 issues related to 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.

Winter 2016 - Julie Roin

Jenner & Block Supreme Court and Appellate Clinic

LAWS 67301 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s

The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students participate in the researching and drafting of merits briefs, amicus briefs, and cert petitions, conduct research on cases that may be suitable to bring to the Court, and help prepare and participate in moots of oral arguments. The clinic is supervised by clinical faculty, by Professor David Strauss, and by members of the Appellate and Supreme Court Practice group at Jenner & Block. Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases at the United States Court of Appeals for the Seventh Circuit and the Illinois Supreme Court. U.S. Supreme Court: Theory and Practice (LAWS 50311) is a required pre-requisite for participating in the clinic. Academic credit for the 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.

Winter 2016, Spring 2016 - David A. Strauss

Judicial Federalism

LAWS 59903 - 01 (3) r, w, x, m

In this seminar, we will explore the various doctrines that police the line between the role of the federal court system and the often-parallel role of the state courts (or occasionally tribal courts). Those doctrines include, for example, the limits on the subject-matter jurisdiction of the federal courts found in Article III; the Rooker-Feldman doctrine; common-law limitations on federal authority such as those for domestic relations and probate cases; the various abstention doctrines (Pullman, Burford, Younger, Colorado River); the Anti-Injunction Acts; notions of *lis pendens* that apply in both federal and state courts; and "complete" versus defense preemption. Each meeting will involve a discussion of one or more of these doctrines.

Students will write a paper (which can qualify for the substantial writing requirement) for credit in the seminar.

Winter 2016 - Diane P. Wood

Judicial Opinions and Judicial Opinion Writing

LAWS 52003 - 01 (3) w, s, x, m

For many graduates of this law school, their first job is as a judicial law clerk, usually in a federal court of appeals. A few graduates will eventually become judges. More important, many, many graduates will have a litigation practice. As law clerks or judges, they must learn to write judicial opinions. As practicing lawyers, they must learn to think like judges so that they will know how to communicate with them effectively, in briefs and at oral argument: something few lawyers know how to do. The seminar aims to teach law students how to think and write like judges, and so to equip them for a future as law clerks, judges, practicing lawyers--or all three.

Winter 2016 - Richard A. Posner; Robert N. Hochman

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 2016 - Brian Leiter

Juvenile Justice

LAWS 60102 - 01 (2) x, m, c/l

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

Readings on adolescent development and urban sociology help inform discussions.

The student's grade is based on class discussion, and a series of short papers and/or blog posts.

Enrollment is limited to 20.

Spring 2016 - Emily Buss

Kapnick Initiative Leadership Effectiveness and Development Lab I: Development

LAWS 75710 - 01 (3) +, a, c/l

Course 75710 is the first of a two-course series. This course develops the self-awareness and leadership effectiveness of the student facilitator to lead the Kapnick Leadership Initiative for the first-year Law students (1Ls). This course uses a team-oriented work environment and a series of classroom presentations and discussions to catalyze students' efforts to develop as leaders. The goal of this experiential lab course is for students to master facilitation skills. Class time is spent working on teams, creating and mastering module content, presenting and leading discussions, motivating and influencing colleagues and 1Ls, giving and receiving feedback, and building relationships. Its two distinct components are: Development (LAWS 75710, see below) and Implementation (see LAWS 75711).

In the Spring Quarter facilitators are focused on personal development. They work with Chicago Booth's Coaches and staff to build their self-awareness and facilitation skills. Facilitators work in their designated four-person squad to select specialties from key leadership topics, then collaboratively develop and master the material to lead different modules and events.

Students do not need to bid for this course. Interested students apply during Autumn quarter of their 2L year and undergo an extensive and competitive application process.

Students are assessed on their ability to develop the requisite knowledge and skills to run the program and their effectiveness at doing so. One component of the grade is based on feedback that facilitators are expected to give and receive from other facilitators. Class attendance in both Spring and Autumn quarters is mandatory. Cannot be taken Pass/Fail.

Numerical grade issued at the end of the Autumn 2016 quarter.

Spring 2016 - Stacey R. Kole

Kapnick Initiative Leadership Effectiveness and Development Lab II: Implementation

LAWS 75711 - 01 (1) +, a, c/1

This is the second of a two-course series to develop the self-awareness and leadership effectiveness of the student facilitator to lead the Kapnick Leadership Initiative for the first-year Law students (1Ls). The series is experiential in nature. Its two distinct components are: Development (see LAWS 75710) and Implementation (LAWS 75711, see below).

The overarching mission of "Implementation" is to deliver an outstanding leadership effectiveness and development program during Autumn quarter for all the 1Ls. Each session for 1Ls is run by a team of four facilitators who are responsible for the learning experience of one Bigelow section. The Implementation phase begins with a Training Camp for the facilitators in early September followed by delivery to the 1Ls during the Law School Orientation and the first few weeks of Law School. The class ends with the successful recruitment of new facilitators for the following year's program.

Students do not need to bid for this course. Students registered for the Spring 2015 quarter course (LAWS 75710) will be automatically registered for this course.

Students are assessed on their ability to develop the requisite knowledge and skills to run the class and their effectiveness at doing so. One component of the grade is based on feedback that facilitators are expected to give and receive from other facilitators. Class attendance in both Spring and Autumn quarters is mandatory. Students receive a single numerical grade for both courses.

Autumn 2015 - Stacey R. Kole

Kirkland & Ellis Corporate Lab Clinic

LAWS 91562 – 01, 02 (2 or 3, 9 maximum) +, a, s, x

The Kirkland & Ellis Corporate Lab Clinic provides students with a forum for working closely with legal and business teams at top-tier multinational companies, leading nonprofits, and smaller entrepreneurial and technology startups. The primary goal of the Corporate Lab is for students to learn practical legal skills, both substantively, in terms of the corporate “building blocks” necessary to understand complex transactions and agreements, and 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 the real world work experience of both litigators and corporate lawyers: 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). Clients include Fortune 100 Companies (e.g. Microsoft, Amazon, Northern Trust, Honeywell), Booth New Venture Challenge, non-profits (e.g. Chicago Symphony), and start-ups (including Pritzker-funded companies). Students will be required to sign nondisclosure agreements with participating clients. Corporate Lab students also will have the opportunity to negotiate a simulated transaction across the table from Northwestern Law students as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter).

Please note that (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, (iii) this offering will not count toward seminar restrictions.

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.

3 credits or, with permission of instructor, 2 credits.

Autumn 2015, Winter 2016, Spring 2016 - David J. Zarfes; Sean Z. Kramer; David A. Finkelstein; Maureen A. Mosh; Ellis A. Regenbogen

Labor History and the Law

LAWS 92103 - 01 (3) r, w, 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.

Spring 2016 - 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.

The grade is based on a final in-class examination and class participation.

Winter 2016 - 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 land use patterns, economic efficiency, distributive justice, social relations, and the environment.

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

Spring 2016 - Richard A. Epstein

Law and Advances in Medicine

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

This seminar will address the intersection of medicine, science, and law, focusing on issues related to human research, informed consent, genetic technologies, 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 2016 - Julie G. Palmer

Law and Language

LAWS 95905 - 01 (2 or 3) w, x, m, l

This seminar will explore the ways in which contemporary research in linguistics and philosophy of language might inform debates about interpretation within legal theory.

Grades will be based on a series of short reaction papers and class participation (two credits). Students may earn a third credit by writing a 15-page research paper. Spring 2016 - Ryan D. Doerfler

Law and Literature

LAWS 99302 - 01 (2) c/l, x, m, l

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 discussion 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 and Shakespeare, to works by Kafka, Tolstoy and Melville.

Winter 2016 - Randy L. Berlin

Law and Politics: U.S. Courts as Political Institutions

LAWS 51302 - 01 (3) +, r, w, c/l, m

The purpose of this seminar is two-fold. First, the seminar aims to introduce students to the political science literature on courts understood as political institutions. In examining foundational parts of this literature, the seminar will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the seminar with an awareness of and sensitivity to the political nature of the American legal system. Second, by critically assessing approaches to the study of the courts, the seminar seeks to highlight intelligent and sound approaches to the study of political institutions. Particular concern will focus

on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like.
Winter 2016 - Gerald N. Rosenberg

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

LAWS 90602 - 01 (3) +, w, x, m, l

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 a paper.

Autumn 2015 - Thomas F. Geselbracht; Theodore Novak; Paul W. Shadle

Law and Society

LAWS 69003 - 01 (3)

This course investigates the interrelations between the law and society. Topics include legal change and social change; markets and the moral economy; empirical legal research; compliance, obedience and rationality; the "law in action" and the "law on the books"; inequality and discrimination.

Students are expected to attend the lectures and to complete all required readings. Grading will be based on a take-home exam (100%).

Spring 2016 - Tamar Kricheli-Katz

Law and the Mental Health System

LAWS 47001 - 01 (3) r, w, c/l

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 2015 - Mark J. Heyrman

Law of Agency, Partnerships, and Limited Liability Companies

LAWS 44302 - 01 (2) x, m, l

Agency law deals with delegation of authority, vicarious liability and the duties of agents and principals to each other. One important component: Determining when one person's act binds or renders liable another person. Agency principles permeate, and are essential to understanding, a great many areas of substantive law, including contracts, torts, commercial and consumer law, corporation law, franchise law and administrative-regulatory 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 course is based on classroom participation and a written final examination.

Autumn 2015 - Robert M. Berger

Legal Aspects of Sovereign Debt

LAWS 75404 - 01 (3) w, x, m, l

This proposed seminar will examine the legal aspects of sovereign state borrowing. It will cover the elements of sovereign debt-- with emphasis on borrowing denominated in currencies other than those of the debtor, as well as Euro-denominated borrowings, the key contractual provisions of debt agreements, legal doctrines bearing on sovereign debt (such as sovereign immunity, odious debts and state succession), and the process for rescheduling or otherwise resolving impaired debt. We also will consider the roles of various international bodies, such as the IMF, and proposed international regimes for resolving defaulted debt. Once we have laid that foundation, we will consider the recent cases of Argentina, Greece and the legal aspects of the recently announced ECB bond purchase program.

We will use Lastra and Buchheit, "Sovereign Debt Management", Oxford University Press 2014 and other materials to be provided by the Lecturer.

There are no prerequisites for the seminar.

The grade will be based on a paper of approximately 25 pages, as well as on class participation.

Spring 2016 - James Foorman

Legal Elements of Accounting

LAWS 79102 - 01 (1) +, s, x

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 M.B.A., joint J.D./M.B.A. students, and undergraduate finance or accounting majors) may not take the course for credit.

Students may not receive credit for both LAWS 79102 (Legal Elements of Accounting) and LAWS 79112 (Fundamentals of Accounting for Attorneys).

Class will meet for nine sessions over the first three weeks of the quarter, as follows: Monday January 4-Friday January 8 and Tuesday January 19-Friday January 22.

Winter 2016 - John R. Sylla

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.

Spring 2016 - Barry S. Alberts

Legal Profession: Ethics

LAWS 41003 - 01 (3) w, p, m, l

This seminar addresses ethical considerations and issues encountered during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar. Using materials from casebooks, the rules of professional conduct, and cases or articles of particular interest, we will discuss within the context of the rules the ethical situations that lawyers face. 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. Throughout the seminar, we will consider certain overarching questions, including:

- a. are lawyers authorized by their duties to clients to lie,

- b. is civility consistent with the duty of vigorous representation,
- c. is social media beyond the rules, and
- d. can there be a conflict without direct adversity.

This seminar will be taught as a participatory class and will use structured hypotheticals.

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. Short presentations of the paper may be incorporated into the class.

The seminar will not meet the first week of the Winter 2016 term due to prior commitments. However, we will meet an extra 15 minutes during the remaining weeks to make up this time.

Attendance is mandatory.

Winter 2016 - Hal R. Morris

Legal Transactions--Retail Sector

LAWS 91592 - 01 (3) s, x, m

This seminar addresses the principal legal issues and commercial challenges facing the retail sector. Particular attention will be paid to luxury retailer relations with vendors and other third-party business associates, customers, and investors, the effect of a troubled economy on these relations, and the challenges and opportunities brought about by technology, social media, and e-commerce.

Students will develop an understanding of key licensing, IP (including counterfeit goods), antitrust, corporate governance, and professional responsibility legal issues and practice pitfalls. The instructors will emphasize the practical interplay and tension between commercial realities and legal requirements, and strive to demonstrate the increasing professional burdens and responsibilities to which “in-house” counsel are subject.

At times, the instructors will use a case-study format to emphasize identification and resolution of contract, IP, antitrust, corporate governance, and other issues and risks experienced by luxury retailers.

The instructors also will use actual contracts, retailer policies and practices, litigation and internal-investigation documents.

Senior managers from the luxury retailing industry will join several of the class sessions.

Tony Bangs, formerly, Senior Vice President and General Counsel of the Neiman Marcus Group, will teach this seminar with Professor Zarfes, whose in-house experience was gained as Executive Vice President and General Counsel of Cap Gemini Ernst & Young, and Nate Lutz, Assistant General Counsel at Meijer, a major food retailer.

Grades will be based upon quality of class participation, including participation in negotiation exercises (50 percent), and performance of a group project to be undertaken outside of class and presented in class during weeks seven and eight

(50 percent). The instructors will emphasize quality of oral and written expression and legal analysis.

Spring 2016 - David J. Zarfes; Tony Bangs; Nathan L. Lutz

Legislation and Statutory Interpretation

LAWS 44201 - 01 (3) e, x

Much legal work today involves the close reading and interpretation of statutes or similar texts. This class considers current theories and problems related to the production and interpretation of statutes. The class encompasses political theory and public choice approaches to the legislative process as they relate to legal interpretation. It aims to bolster students' ability to work with statutes in law school and beyond. At the end of the class, students will have a thorough grasp of the production of statutes by the legislative branch and their use by the courts.

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

Spring 2016 - Aziz Huq

Life (and Death) in the Law

LAWS 99403 - 01 (2) 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 two response papers, co-draft a statute in one area of law, and participate in jury deliberations.

Grade will also be based on class participation.

Spring 2016 - Herschella G. Conyers

Litigating Financial Disputes

LAWS 52523 - 01 (3) r, w, s, x, m

This seminar will explore the practice, theory, and strategy of litigating financial disputes. These disputes include bankruptcy proceedings, shareholder derivative suits, securities fraud cases, white collar investigations, and suits alleging the breach of financial contracts. On the practical side, the seminar will explore the procedures for choosing and preparing financial experts to testify on valuation and other issues, interviewing and deposing executive officers and investment bankers, and common discovery issues that arise. On the theoretical side, we will explore critiques of the current systems of litigating these disputes and proposals for reform. In all areas, we will consider the strategic implications that lawyers must take into account both in litigating the disputes and in negotiating agreements in ways to avoid future disputes or reduce the risk of losing a dispute if one arises. In general, we will explore the overlap between litigation and transactional work that

is at the heart of these disputes. For example, we will look at cases where litigation positions are used to facilitate leverage in transactions. The seminar's materials will be a mix of court opinions, pleadings filed in actual cases, transactional documents, and academic articles.

Autumn 2015 - Anthony J. Casey

Litigation Laboratory

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

This 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 2016 - James A. Clark; Catherine M. Masters

Local Government Law

LAWS 71701 - 01 (3)

This course examines the law regarding the 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 pays for the services provided, and how these decisions are reached. In the process, it explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships.

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

Autumn 2015 - Julie Roin

Managing Legal Risk in a Global Economy

LAWS 73913 - 01 (2 or 3) x, m, l

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 take home final exam, which involve the preparation of a research paper 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 will satisfy part of the lesser of the school's two writing requirements, if substantial research and written work is completed.

Spring 2016 - Javier Rubinstein

Marketing Strategy

LAWS 91525 - 01 (3) x

The objectives of the course are to introduce you to the substantive and procedural aspects of marketing management and to sharpen your skills for critical analytical thinking and effective communication. My goals are:

1. To introduce you to marketing strategy and to the elements of marketing analysis: customer analysis, competitor analysis, and company analysis.
2. To familiarize you with the elements of the marketing mix (product strategy, pricing, advertising and promotion, and distribution), and to enhance your problem solving and decision-making abilities in these operational areas of marketing.
3. To provide you with a forum (both written and oral) for presenting and defending your own recommendations and for critically examining and discussing the recommendations of others.

Effective marketing management results not from simply internalizing marketing facts and institutional detail, but from systematic critical thinking and the reasoned application of several general, underlying principles.

"Whatever be the detail with which you cram your student, the chance of his meeting in after-life exactly that detail is almost infinitesimal; and if he does meet it, he will probably have forgotten what you taught him about it. The really useful training yields a comprehension of a few general principles with a thorough grounding in the way they apply to a variety of concrete details. In subsequent practice the (students) will have forgotten your particular details; but they will

remember by an unconscious common sense how to apply principles to immediate circumstances.”

Alfred Whitehead, *The Aims of Education and other Essays*.

Autumn 2015 - Sanjay Dhar

Mental Health Advocacy Clinic

LAWS 67013 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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 fifty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices. Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings. In addition to discrete advocacy skills such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients and advocacy for systemic change.

Prior 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.

For additional information concerning the Autumn 2015 Combatant Clemency Project, please follow this link: www.law.uchicago.edu/clinics/mandel/mental.

Autumn 2015 - Mark J. Heyrman

Mental Health Advocacy Clinic

LAWS 67013 - 01 (1, 2, or 3 per quarter, 9 maximum) +, 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 fifty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices. Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings. In addition to discrete advocacy skills such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients and advocacy for systemic change.

Prior 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.

Winter 2016, Spring 2016 - Mark J. Heyrman

Mergers and Acquisitions

LAWS 42311 - 01 (3) x

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 and tender offers, 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) the enforceability of deal protection provisions in public merger agreements; (7) issues that arise in connection with merger, stock purchase, and asset purchase agreements; (8) issues relating to fraud claims brought in M&A transactions; (9) problems that may arise between signing an M&A agreement and the closing or termination of the transaction; and (10) issues that arise in connection with preliminary agreements. 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 in Buyouts, but that course is not a prerequisite for this course and students may take both courses.

Winter 2016 - Scott Davis

Modern Professional Responsibility

LAWS 41018 - 01 (3) p, x

This course satisfies the professional responsibility requirement. It will explore a variety of legal, ethical and real-world issues commonly faced by modern lawyers in their daily practices. It will address the relationship among the Model Rules of Professional Responsibility, the Restatement of Law Governing Lawyers and the Sarbanes-Oxley Act. It will also focus on several noteworthy legal malpractice and securities claims in which lawyers and major law firms were involved. Course materials will include traditional texts and statutory materials, hypotheticals drawn from unreported matters, as well as the results of mock trials and jury focus groups in which the conduct of lawyers was at issue.

Autumn 2015 - Mark D. Nozette

Moot Court Boot Camp

LAWS 99912 - 01 (1) s, x, u

Moot Court Boot Camp has two components: oral advocacy and writing. The oral argument component will cover the basics of appellate oral argument. Students will receive two different cases and prepare and submit argument outlines in advance. During the workshop, students will gain hands-on experience by conducting multiple oral arguments before a variety of alumni and other practicing attorneys, judges, and faculty. The writing component will cover the basics of appellate brief writing. Students will use tight, persuasive writing to bolster arguments. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing, we will learn, promotes successful oral advocacy. This class, which will meet for the weekend of October 17-18, is an optional supplement to the Hinton Moot Court Competition.

The Saturday oral advocacy portion will be held at the offices of Jenner & Block (353 N. Clark Street, Chicago) and the Sunday portion on written advocacy will be held at the Law School.

Credit will be granted upon completion of two judged arguments as part of the Hinton Moot Court Competition. Students who register for this class and fail to participate in the Hinton Moot Court Competition will be withdrawn from this class with a grade of W.

Students will prepare a short, written assignment that we will discuss and revise during class.

There are no prerequisites.

Students may only receive credit for this class once during their Law School career.

J.D. students only.

Does not count towards the yearly seminars/simulation classes limit.

Graded Pass/Fail.

Autumn 2015 - Elizabeth Duquette; Amy M. Gardner

Municipal and State Insolvency

LAWS 73706 - 01 (2) +, x, m

This seminar focuses on the legal issues that arise when a state or municipal government becomes financially distressed, with particular emphasis on the evolution of Chapter 9 of the Bankruptcy Code from the 1930s until the present day.

Students are required to write a series of short papers.

Taking bankruptcy law before or concurrently with this course is useful, but not required.

Winter 2016 - Douglas G. Baird

National Security Issues and the Development of Legal Practice Skills

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

This seminar will address current national security issues including presidential power, indefinite incarceration, assassination, electronic surveillance, and cyberwarfare. More than the typical seminar, this class will also focus on helping students develop a range of skills required for successful law practice.

Students will form teams of 2-4 persons.

Each team will present its analysis of a topic to the class and help facilitate class discussion of the topic.

Each team will also submit a short memo on its selected topic.

Constitutional Law I or the equivalent is recommended but not required (and can be taken concurrently).

Spring 2016 - Robert A. Helman

Non-Profit Entities

LAWS 91101 - 01 (2) x, m

This seminar will analyze the rationale for non-profits, the justifications for tax exemption, and the differences between non-profit and for-profit firms. The seminar will focus on the diverse array of legal rules regulating non-profits including special tax treatment, fiduciary duties, and various constitutional issues ranging from free speech rights in solicitation to the right of non-profits to discriminate.

Spring 2016 - Daniel R. Fischel

Opera as Idea and as Performance

LAWS 96304 - 01 (3) c/1, x

Is opera an archaic and exotic pageant for fanciers of overweight canaries or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four-hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first-century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer, and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed includes Monteverdi's *The Coronation of Poppea*, Mozart's *Don Giovanni*, Beethoven's *Fidelio*, Verdi's *Don Carlos* and *Otello*, Puccini's *Tosca*, Wagner's *Lohengrin*, Strauss's *Elektra*, and Britten's *Bill Budd*.

Students do not need to be able to read music, but antecedent familiarity with opera would be extremely helpful.

Spring 2016 - Martha C. Nussbaum; Anthony Freud

Partnership Taxation

LAWS 44301 - 01 (3) +, s, x

A review of the principals of partnership taxation, with an emphasis on the tax consequences of the formation, operation and dissolution of partnerships. Matters discussed include the treatment of leverage, capital accounts, disguised sales, mixing bowls, anti-abuse rules and other aspects of partnership taxation.

Introductory Income Tax is a prerequisite.

Meetings will be held at the offices of Baker & McKenzie, 300 E. Randolph, in the Loop. Dinner is provided.

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

Spring 2016 - Todd D. Golub; Richard M. Lipton

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 2016 - Jonathan Masur

Patent Litigation

LAWS 78004 - 01 (3) +, s, x, m, l

This seminar is a hands-on introduction to patent litigation. Using a hypothetical case, Students will explore the practical application of key patent law and litigation concepts. Students will follow the litigation over the course of the term as counsel for plaintiff or defendant. Students will be asked to produce written work (e.g., pleadings, motion papers, deposition outlines, etc.) and to orally argue motions. Potential topics include motions to dismiss or transfer, discovery disputes, claim construction, expert discovery, summary judgment, and appeals. In addition to oral argument, class will discuss practical and legal topics pertaining to patent litigation, typically to assist in preparation of the next week's assignment.

Prerequisite: Patent Law.

Spring 2016 - Steven C. Cherny

Poverty and Housing Law Clinic

LAWS 90512 - 01 (3 or 4 per quarter, 7 total) 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 (30%) and work at LAF (70%).

Winter 2016, Spring 2016 - Lawrence Wood

Poverty Law

LAWS 57402 - 01 (2 or 3) w, x, m, l

In Poverty Law, we will explore the role that lawyers can play in challenging the distribution of wealth in American society. We will focus primarily on the patchwork of government programs we call the “safety net”—such as programs providing cash (welfare), food assistance, and Medicaid. We will deepen our understanding, as lawyers and as citizens, of how such programs, a frequent source of discussion in current media, function in reality. In the process, we will enjoy many opportunities to explore whether and how program structures reflect or reinforce prevailing cultural attitudes and assumptions about program participants—including attitudes and assumptions based on gender and race. We will also debate, from practical, political, legal and ethical perspectives, what government can or should do, when administering safety net programs, to address what policy makers identify as behavioral causes of American poverty.

Spring 2016 - Miriam V. Hallbauer

Power, Status, and Negotiation

LAWS 46703 - 01 (3) s, x, u

This class introduces participants to social exchange theory and its application to negotiations. We first work to understand how structures of networks and resource dependence influence outcomes of negotiated and reciprocal exchange. To do this, we study four components of social exchange theory: resources, power, brokerage, and status. We evaluate questions like, when are actors more likely to resort to coercive power? When are they more likely to resort to reward power? Which is more effective? How does status impact power and exchange outcomes? We then study how negotiation processes may be informed by structure in influencing outcomes of exchange. Here we evaluate when and how actors influence outcomes in their negotiations using information about network structures and resource dependence models. We spend some time understanding process based research from negotiation theory, psychology, and social psychology, and work towards integrating our understanding of structure, process, and outcomes of exchange. Students participate in five negotiation exercises in and out of class, and complete written assignments based on these exercises and the reading materials.

Winter 2016 - Zev J. Eigen

Pre-Trial Advocacy

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

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; 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 2016 - Erin E. Kelly

Private Equity in Asia

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

Private equity is expanding rapidly into new regions around 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 apply their proven investment models. Leading global firms like Carlyle, KKR, and Bain Capital are bullish on Asia and expect their Asian operations to excel in both rate of growth and rate of return – and eventually rival their U.S. and European operations. Such expansion is not without risk, however, and success in Asia requires private equity firms to develop new skills such as partnering with state-owned enterprises, accepting minority investment stakes, dealing with ambiguous legal frameworks, fending off fraud and corruption, and correcting weak corporate governance. Additionally, competition from indigenous firms is threatening to change the landscape - domestic funds are sprouting up in large numbers and increasingly attracting many of the best deals.

This seminar will address current developments in private equity across major countries in Asia. We will examine the rise of the industry in the region, the role of private equity in economic development, and the nature of recent Asian private equity deals. Using case examples, we will evaluate deal opportunities and simulate investment decisions in eight different countries.

Grading will be determined by class participation during 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 the evaluation of a recent deal; and the third will address the terms in a prospective deal negotiation.

Autumn 2015 - Tom J. Manning

Private Equity Transactions: Issues and Documentation

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

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.

Course work 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 2016 - Mark A. Fennell; Stephen L. Ritchie

Privatization in Criminal Law

LAWS 99005 - 01 (2) x, m

A fundamental policy choice in criminal law is the degree to which enforcement institutions are made public or private. This seminar will examine the historic creation of public institutions of criminal investigation, prosecution, and punishment, including the move away from using bounties and rewards to motivate enforcement agents, and recent trends back towards privatization. We will discuss whether such changes are desirable or undesirable, how best to motivate individuals actors in criminal enforcement, the problem of private lobbying against criminal justice reform, and what might be the optimal mix of private and public institutions. Reading topics will include private police, private prosecution, bail bondsmen and bounty hunters, private probation services, shaming sanctions, and private prisons.

Students will write a series of reaction memos.

The grade will be based on class participation and the memos.

Spring 2016 - Richard H. McAdams

Professional Responsibility

LAWS 41016 - 01 (3) p, x

This course will focus on the rules governing the legal profession and practical applications of the rules. Course materials will include the ABA Model Rules of Professional Conduct and a textbook; we may also read supplemental materials from time to time.

Grades will be based on an in-class final exam and a class participation component.

This course will fulfill the professional responsibility requirement.

Winter 2016 - Martha M. Pacold

Project and Infrastructure Development and Finance

LAWS 42512 - 01 (3) +, w, x, m, l, c/l

This seminar is focused on the development and project financing of infrastructure facilities. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for

lawyers. Public private partnership structures will be examined. Representative transactions, principally in the energy, transportation and public infrastructure sectors, will be selected for analysis and discussion. Infrastructure projects such as these provide a convenient vehicle for discussion of contractual provisions, structuring parameters, financial analysis, and legal practice issues common to a broad range of business and financial transactions.

The classes will be discussion oriented; grades will be based on 3-4 short papers, an analytical paper of 10- 13 pages based on a case study and class participation.

There are no pre-requisites, although basic corporation law is recommended.

The readings will be taken from textbooks, professional journals, and actual commercial and financial contracts.

A speaker from the financial community with a wide range of experience is expected.

WP requirements may be satisfied with an additional research paper.

Enrollment is limited to 25 students.

Autumn 2015 - Martin D. Jacobson

Prosecution and Defense Clinic

LAWS 67713 - 01 (3 or 4 per quarter, 7 total) a, s

The Prosecution and Defense Clinic provides 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 course will familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues encountered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice, and hands-on experience through a clinical placement.

Each student in the clinic will be 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. Examples include the U.S. Attorney's Office for the Northern District of Illinois or the Public Defender's office in any northern Illinois county. Students will comply with the clinical placement's requirements regarding hours and assignments, and 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.

Other components of each student's grade are: seminar classroom participation; trial practice exercises; journal entries; and, a 10-page practice paper or research paper. There is no final exam (in either quarter) and students will earn up to seven credits for the course, depending on the placement. Because of the practical

component, the class size will be limited to twelve 2L or 3L students, and requires at least ten students to proceed.

Winter 2016, Spring 2016 - Lisa M. Noller

Public Choice

LAWS 69001 - 01 (3) x

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 2016 - Saul Levmore

Public Corruption and the Law

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

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 2016 - David H. Hoffman

Public International Law

LAWS 72901 - 01 (3)

Public international law mainly focuses on the legal rules created by states to regulate their interactions in international politics. This course explores the formation, application, and enforcement of public international law in world without a centralized executive, legislature or judiciary. The general relationship between international law and international politics will be discussed along with a focus on the interaction between American law and international law. We will begin with the building blocks of the international system—sources of international law, the role of states as actors in international politics, and the relationship between domestic and international law—and move to an evaluation of substantive legal rules in areas such as human rights, the use of force, and international criminal law. Current events will be discussed, where appropriate, to provide additional background to the course.

Winter 2016 - Daniel Abebe

Public Morality and Legal Conservatism

LAWS 78605 - 01 (3) r, w, c/l, x, m

This seminar will study the philosophical background of contemporary legal arguments alluding to the idea of "public morality," in thinkers including Edmund Burke, James Fitzjames Stephen, and Patrick Devlin, and the criticisms of such arguments in thinkers including Jeremy Bentham, John Stuart Mill, and Herbert Hart. We will then study legal arguments on a range of topics, including drugs and alcohol, gambling, nudity, pornography and obscenity, non-standard sex, and marriage.

Non-law students are welcome but need permission of the instructors, since space is limited. We are aiming for a total enrollment of 30, of which up to 10 can be non-law students (no undergraduates), and the rest will be law students, selected by lottery. Non-law students should apply to both professors by December 1, 2015, describing relevant background, especially in philosophy.

Winter 2016 - William P. Baude; Martha C. Nussbaum

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.

Spring 2016 - Nicholas Stephanopoulos

Race and the Criminal Justice System

LAWS 69102 - 01 (2) x, m, c/l

This seminar examines the intersection of race and criminal justice in the United States exploring many of the following topics: racial profiling in law enforcement, police accountability, community policing, prosecutorial discretion and misconduct, performance of defense counsel, jury selection, transfer of children to adult court, juvenile life without parole, mandatory minimums, drug law policy, and the death penalty.

Winter 2016 - Randolph N. Stone

Racism, Law, and Social Sciences

LAWS 54303 - 01 (3) r, w, 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.

Requirements for this seminar course include preparation of a research paper and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the J.D. writing requirement (SRP or WP).

Winter 2016 - Christopher C. Fennell

Religion, Law, and Politics

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

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.

Spring 2016 - 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 for four weeks (starting January 11 and ending February 4). Winter 2016 - Ariel Porat

Reproductive Health and Justice

LAWS 46603 - 01 (3) w, x, m, l

This seminar will examine the history and evolution of legal protections for abortion, contraception and other reproductive health care. We will look at state and federal constitutional, statutory and common law theories used to secure and protect these rights. We will explore current threats and growing barriers to access, including ever-expanding assertions of religious beliefs to limit access to reproductive health care. We will also look at advocacy strategies for addressing those threats and barriers.

Grades are based on a final paper and class participation.

Autumn 2015 - Lorie Chaiten

Residential Real Estate Development and the Law

LAWS 44022 - 01 (3) x, m, l

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).

Winter 2016 - Todd Fishbein

Roman Law

LAWS 47702 - 01 (3) r, w, e, x, m

The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts).

No knowledge of Latin is required for the seminar.

This class will be assessed via a series of short research papers.

Because this is a 1L elective, it will be graded on the curve usually applied to courses (as all 1L electives are) and will not count against the seminar limit.

Spring 2016 - Richard A. Epstein

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 is based on a proctored final examination.

Autumn 2015 - Randal C. Picker

Secured Transactions

LAWS 42201 - 01 (3) x

Secured lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should grasp. Focusing primarily on Article 9 of the Uniform Commercial Code, students will learn about different forms of collateral, how security interests are created and perfected, and the remedies available to secured lenders. This course is a useful preparation for Bankruptcy and Reorganization courses, and will be worthwhile for students contemplating private practice in corporate, commercial finance or bankruptcy/workout groups.

Grades will be based on a final examination.

Open to MBA students.

Winter 2016 - Erin M. Casey

Selected Problems in Complex Litigation

LAWS 93603 - 01 (3) w, x, m, l

This seminar addresses legal and ethical requirements, as well as strategic and practical considerations, around handling multidistrict litigation, including mass tort and complex class actions. Using materials from recent and current cases, the class will discuss topics such as early case assessment, coordination of multijurisdictional litigation, use of dispositive motions, the importance of expert testimony and mechanisms for resolving scientific disputes, resolution options, media coverage of MDLs and bellwether selection methods and trial of bellwether cases. Discussions will involve the Vioxx, Baycol, diet drug, Teflon, and Firestone litigations, among others.

Expectations: This class will be taught as a participatory seminar. Students will not be expected to have already taken a complex litigation course, but should be willing to seek out answers to legal questions as they arise.

Students will be evaluated on the basis of course participation and a written paper. Students will need access to the Federal Rules of Civil Procedure, the Manual for Complex Litigation Fourth (www.fjc.gov/public/home.nsf/autoframe?openform&url_l=/public/home.nsf/inavgeneral?openpage&url_r=/public/home.nsf/pages/470), the website of the Judicial Panel on Multidistrict Litigation (www.jpml.uscourts.gov), and reading materials that I will email to students each week.

Students also will need access to Westlaw and/or Lexis.

Winter 2016 - Adam Hoeflich; Abby Mollen

Seminar in Tax Procedure

LAWS 98701 - 01 (2) +, x, m

This seminar will cover a variety of issues that arise in civil tax controversies and litigation between taxpayers and the Internal Revenue Service, which may take place in any of three federal courts, the U.S. Tax Court (where over 95% of litigated

federal tax cases are docketed); the U.S. district courts; and the U.S. Court of Federal Claims. Topics that will be covered include the federal “tax gap” and issues in tax compliance and enforcement of the tax laws; an overview of the federal tax controversy process, from the filing of a tax return through litigation; a variety of procedural issues that arise in Tax Court litigation, including a high-profile controversy over secret factfinding; and aspects of the strategic choice between the Tax Court and the two “refund” courts.

A general familiarity with the Internal Revenue Code is helpful for this course. Therefore, prior or concurrent enrollment in Introduction to Income Taxation (or equivalent tax background, as determined by the instructor) is required
Autumn 2015 - Leandra Lederman

Seminar on Behavioral Law and Economics

LAWS 51703 - 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 2016 - Andrew M. Rosenfield

Strategies and Processes of Negotiation

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

Increasingly negotiation is part of the day-to-day life of managers. The aim of this class is to make students more effective negotiators. Students should leave the class with (1) a structured approach for preparing for and thinking about negotiations; and (2) a refined set of skills for carrying out negotiations. A central part of the class is an extensive set of negotiation simulations. These simulations take students through a variety of negotiations: single and multiple issue; two-negotiator and multiple-negotiator (coalitional); and internal (within organization) and external. In addition, the class includes a number of cases. Lectures, readings, and structured analytical exercises supplement the simulations and cases.

Winter 2016 - George Wu

Structuring Financial Instruments

LAWS 71400 - 01 (2 or 3) +, w, s, x, m, l

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 products 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 products 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 products 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 instruments or inventing new ones.

The seminar will also include discussion of policy issues.

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

The seminar will be assessed via a) a series of reaction papers (2 credits) or b) via a full-length research paper (3 credits). Class participation and attendance will be considered.

Spring 2016 - 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.

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

Spring 2016 - Jack S. Levin; Donald Rocop

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.

Prerequisite: Introductory Income Tax required except with permission of the instructor.

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

Winter 2016 - David A. Weisbach

Taxation of Corporations II

LAWS 75901 - 01 (3) +, w

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.

Prerequisites: Taxation of Corporations I.

Students' grades based on a final proctored examination or a full-length paper.

Spring 2016 - David A. Weisbach

Technology and Innovation Clinic

LAWS 67601 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s

The Technology and Innovation Clinic provides legal services for start-up ventures that are in residence at the Chicago Innovation Exchange (CIE) at the University of Chicago. Students will represent start-ups and early-stage companies in a broad range of matters encountered by entrepreneurs in the technology and innovation sector. These include entity formation, licensing, intellectual property and licensing of intellectual property, terms of use, privacy, financings, employment agreements, stock options and employee equity, taxation, governance and founders agreements, confidentiality and non-disclosure agreements, preparing for future financing and venture capital transactions, human resources, and sales and procurement agreements. Students will also participate in and present at workshops on legal topics attended by CIE entrepreneurs. Academic credit for the 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.

Winter 2016

Technology and Innovation Clinic

LAWS 67601 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s

The Technology and Innovation Clinic provides legal services for start-up ventures that are in residence at the Chicago Innovation Exchange (CIE) at the University of Chicago. Students will represent start-ups and early-stage companies in a broad range of matters encountered by entrepreneurs in the technology and innovation sector. These include entity formation, licensing, intellectual property and licensing of intellectual property, terms of use, privacy, financings, employment agreements, stock options and employee equity, taxation, governance and founders agreements, confidentiality and non-disclosure agreements, preparing for future financing and venture capital transactions, human resources, and sales and procurement agreements. Students will also participate in and present at workshops on legal topics attended by CIE entrepreneurs. Academic credit for the 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.

Spring 2016

Technology Policy

LAWS 91311 - 01 (2 or 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 earn a third credit if you choose to write a meaningful additional independent study paper for 1 credit.

The syllabus for the seminar is at picker.uchicago.edu/seminar/syllabus.htm and the class blog is at picker.typepad.com/picker_seminar/.

The student's grade is based on class and blog participation.

Winter 2016 - Randal C. Picker

Telecommunications and Internet Law

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 the existing regulatory regimes to new technologies. This course will not cover mass media regulation (broadcast television and radio, or cable television).

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

Spring 2016 - Joan E. Neal

The Chicago Journal of International Law

LAWS 99903 - 01 (1, 1, 1) a, r

The Chicago Journal of International Law, a biannual student-edited journal, is the Law School's newest journal. It publishes short Comments and articles by students and scholars on matters of international law and foreign affairs.

Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.

For more information on the journal, please visit cjil.uchicago.edu.

Autumn 2015, Winter 2016, Spring 2016 - Thomas Ginsburg

The Constitution Goes to School

LAWS 52204 - 01 (3)

This new course will examine how the Supreme Court's constitutional opinions have both shaped and misshaped the nation's public schools. In 1969, the Supreme Court famously declared that students do not "shed their constitutional rights when they enter the schoolhouse door." Not surprisingly, though, Supreme Court Justices both before and since have bitterly contested the precise scope of students' constitutional rights in the elementary and secondary school contexts. Some Justices, moreover, have concluded that it is typically unwise for the judiciary to enter the educational realm, lest the Supreme Court turn into a schoolboard for the entire nation. Even if such fears are overblown, however, there can be no doubt that the Court's constitutional interpretations have had significant consequences for schools charged with transforming students into citizens. Constitutional topics will include: freedom of speech, establishment of religion, free exercise of religion, searches and seizures, cruel and unusual punishment, due process, and equal protection. Educational topics will include: homeschooling, zero tolerance policies, corporal punishment, school funding, school uniforms, racial desegregation, strip searches, single-sex schools, off campus speech, drug testing, unauthorized immigration, the school-to-prison pipeline, and book banning.

There are no prerequisites for enrollment.

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

Autumn 2015 - Justin Driver

The Financial Crisis of 2008: Law and Policy

LAWS 42503 - 01 (3) r, w, x, m

The financial crisis of 2008 was a watershed in American financial history. We look at the financial crisis and its aftermath from a predominantly legal perspective. Topics include why financial regulators were unable to stop the crisis from happening; how they responded to the crisis; and the policy and legal response to the crisis. Special attention will be given to the legal basis of the crisis response, and to the post-crisis litigation.

Autumn 2015 - Eric A. Posner

The Future of Corporations

LAWS 43306 - 01 (3) w, x, m, l

This seminar will examine the role of corporations in the future. The relationship between corporations and work, consumers, and society at large will be our focus. Questions addressed will include: Should the proliferation of both complex supply chains and on-demand service platforms like Uber change our understanding of the optimal relationship between company and worker? Should we understand the potential relationships between corporations and worker organizations differently in 2050 than we did in 1935? How should we understand the global corporate social responsibility movement? Conscious capitalism? Consumer demand for things like fair trade and worker-owned products? What role should U.S. companies - and in particular tech firms like Google - have in providing goods to those living under authoritarian regimes? Do moral and ethical obligations to workers, consumers, and society follow from the corporate personhood theory articulated in cases like *Citizens United* and *Hobby Lobby*?

Spring 2016 - Heather Whitney

The History of American Federalism: Origins to the Civil War

LAWS 97602 - 01 (2) x, m

This seminar examines the history of American federalism, both as a constitutional value and as a product of intellectual history, from its early modern European antecedents to the Civil War. Topics include the legal and political organization of the colonies and the British Empire, early American federal experiments, the American Revolution, the drafting and ratification of the Constitution, the ideology of union, nullification, secession, and the Civil War.

Readings will come from primary historical sources, secondary sources in history and law, political theory, and cases.

Grades will be based on a series of short response papers and an in-class presentation.

Spring 2016 - Alison LaCroix

The Law and Economics of Natural Resource Markets

LAWS 92704 - 01 (3) x, m, l

Market-based mechanisms such as emissions trading are becoming widely accepted as cost-effective methods for addressing environmental concerns, especially as societies move towards a carbon-constrained future. In the last decade, we have witnessed the expansion of environmental finance to new products - carbon dioxide spot and futures contracts, sulfur dioxide futures and over-the-counter water contracts - that are now fully integrated financial instruments for hedging and speculation. These mechanisms also have potential benefits to address issues in other pressing matters such as water quality, fisheries and biodiversity protection.

Like their commodity, equity and fixed-income predecessors, environmental markets did not start by spontaneous combustion. Their successful evolution required the development of specific legal and institutional infrastructures. Financial innovation in general, and the development of the first organized greenhouse gas market in particular, should be of interest to economists, lawyers, policy makers and members of the capital markets.

The seminar will look at financial innovation utilizing the Coasean framework. The study of his work indicates that price mechanism use costs (the sum of infrastructure and transaction costs) have three components: (1) property rights and government regulation; (2) institution-building to minimize transaction costs; and, (3) minimization of per unit transactions costs. The course will draw on practical examples from the lecturer's career to explain the origin and evolution of other markets as a guide in the development of new environmental markets.

The historical evolution and current developments of market-based mechanisms to address environmental issues will be carefully analyzed. Special attention will be given to the analysis of the cap-and-trade program on sulfur dioxide (SO₂) established by the Clean Air Act of 1990. A significant part of the course material will be devoted to discussion of the emerging market for greenhouse gas emissions both in the United States and abroad. Other environmental markets (smog, renewable energy, water quality and quantity, catastrophe insurance, sustainability indices and biodiversity) will also be featured.

The seminar will also draw on guest lecturers with expertise in environmental finance, energy and economics.

Grading will be based on the writing and presentation of a case study during the last class (80%); attendance and participation will account for the balance of the grade.

Spring 2016 - Richard Sandor

The Law and Ethics of Lawyering

LAWS 41014 - 01 (3) p, x, m, l

This seminar, which satisfies the professional responsibility requirement, will consider the law and ethics of lawyering. Working with materials from a leading

casebook, the ABA Model Rules, and supplementary readings, we will devote considerable attention to the question: What does the law that governs lawyering say that I should do. Topics will include conformity to law, corporate fraud, confidentiality, and conflicts of interest. At the same time, we will explore the gap between what the law of lawyering says I should do and what I (all things considered) might think I should do. What different kinds of reasons can a lawyer have for doing or not doing what the law of lawyering says should be done?

Enrollment will be limited to 20.

Students will be evaluated on the basis of participation, a series of short written assignments, and an in-class final exam.

Attendance is mandatory.

Winter 2016 - Clark Remington

The Law and Policy of Climate Change

LAWS 46013 - 01 (2 or 3) r, w, x, m

This seminar will explore scientific, legal, and policy issues relating to climate change. Among other topics, we will explore what types of policy instruments should be used to address climate change, ethical and fairness concerns raised by climate change and by the costs of preventing climate change, how we should think about our obligations to people who live in the future, how the costs of climate change should be incorporated into regulations, the Clean Air Act regulations on climate change, state and local actions, and the negotiations of international treaties (including looking at the positions of countries in the upcoming negotiations in Paris in December 2015).

80% of the grade will be based on reaction papers and (2) 20% on class participation (2 credits). Students have the option of writing a longer paper for either WP or SRP credit instead of writing reaction papers (3 credits).

Autumn 2015 - David A. Weisbach

The Legal and Social Implications of the War on Drugs

LAWS 98704 - 01 (2 or 3) w, x, m, l

The seminar will survey the War on Drugs from President Richard Nixon's declaration in 1970 that drug abuse was "public enemy number one in America" to present. It can be argued that no development in recent times has had a greater impact on our criminal justice system than the War on Drugs. It has led to the passage of increasingly harsh laws and a resulting explosion in our prison population. More Americans are arrested for a drug offense each year—approximately 1.5 million in 2011—than for any other category of crime.

Approximately half of all inmates in federal prison have been convicted of a drug crime. Meanwhile, the War on Drugs has raised significant constitutional issues, and has led to seminal Fourth, Fifth, and Fourteenth Amendment decisions. The seminar will begin by examining arguments for and against drug prohibition and the proliferation of new drug laws in the 1970s and 1980s. We will then discuss the

enforcement of these laws by both police and prosecutors and its effect on civil liberties. After that, we will discuss appropriate punishment for drug offenses, international perspectives on drug control, legalization, and the future of the War on Drugs. Throughout the quarter, we will focus on the social implications of the War on Drugs, including issues of race, gender, class, public health, mass incarceration, and resource allocation. Readings are varied and will include cases, law review articles, legislation, statutes, and policy papers.

Each student is required to write a series of reaction papers in the form of blog posts over the course of the quarter.

Grades will be based on those posts, as well as class participation.

Students wishing to earn three credits must complete an additional research paper.

Winter 2016 - Erica K. Zunkel

The Power to Tax

LAWS 98705 - 01 (2 or 3) +, x, m

This seminar will explore the constitutional limitations on the power of federal, state, and local authorities to lay and collect taxes. Topics will include: the scope of Congress's power under the Taxing and Spending Clause, the Export Taxation Clause, and the Sixteenth Amendment; federal constitutional restrictions on taxation by state and local governments (including the Import-Export Clause, the Equal Protection Clause, and the dormant commerce doctrine); and the constitutional distinction between a tax and a taking. The seminar will place particular emphasis on classic and recent Supreme Court cases addressing tax issues.

There are no formal prerequisites, but Constitutional Law I and Introductory Income Taxation are recommended. Students may choose between a final take-home examination or a research paper.

Spring 2016 - Daniel J. Hemel

The Rise of the Prosecutor

LAWS 47603 - 01 (2 or 3) x, m, l

This seminar explores issues related to the rise of prosecutorial power in the American criminal justice system. We will begin by examining the historical origins of the public prosecutor. The bulk of the seminar will then be devoted to critically examining how the prosecutor has become the most influential actor in today's criminal justice process and debating the normative consequences of that development. In so doing, we will discuss a variety of topics of contemporary significance, including the scope of prosecutorial power, past and current attempts to constrain prosecutorial power, and how prosecutorial power shapes the criminal justice system as a whole. Specific topics are likely to include the vast charging discretion afforded prosecutors (and the various ways in which they utilize that discretion), prosecutorial discretion to decline enforcement of certain laws, the

prosecutor's role in plea bargaining, and the potential impact elections have on prosecutorial power and behavior.

Students will be evaluated based on class participation and a series of reaction papers (two credits).

Students may earn a third credit by writing a short research paper (10-15 pages) in addition to the rest of the coursework.

Spring 2016 - Paul T. Crane

The Roberts Court

LAWS 50312 - 01 (3) r, 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 Professors Dennis Hutchinson and 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 will meet:

Friday, January 29: 9:00 a.m. to noon; 2:00-4:00 p.m.

Saturday, January 30, 2015: 9:00 a.m. to noon; 2:00-4:00 p.m.

Sunday, January 31: 9:00 a.m. to noon

with an additional session in the Spring quarter for paper presentations.

Winter 2016 - Lee Epstein; Dennis J. Hutchinson; William M. Landes; Adam Liptak; Richard A. Posner

The University of Chicago Law Review

LAWS 99901 - 01 (1, 1, 1) a, r

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.

Students gain access to participate as a staff member via the Write-on Competition (which includes a Grade-on component) or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.

For more information on the Law Review, visit lawreview.uchicago.edu.

Autumn 2015, Winter 2016, Spring 2016 - Thomas Ginsburg

The University of Chicago Legal Forum

LAWS 99902 - 01 (1, 1, 1) a, r

The 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. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.

For more information on the Legal Forum, please visit legal-forum.uchicago.edu.
Autumn 2015, Winter 2016, Spring 2016 - Thomas Ginsburg

Topics in Law and Finance

LAWS 80301 - 01 (2) +, x, m

This is a seminar in law and finance, which will survey recent academic developments in corporate governance and financial regulation. Topics will include: (i) corporate governance models, (ii) board composition and board insulation, (iii) managerial incentives, (iv) incorporation and reincorporation decisions, (v) investor activism and investor opportunism, (vi) corporate governance in banks, (vii) bank regulatory capital, (viii) risk and incentives in banks, (ix) centralization and decentralization in banking regulation. The seminar will also offer a methodological part aimed at providing the necessary tools to interpret theoretical economic models and empirical legal work.

Prerequisite: Business Organizations.

The students' grade will be based on class participation (30%) and reaction papers (70%).

Spring 2016 - Simone Sepe

Trade Secrets

LAWS 45902 - 01 (3) x, m

This seminar will examine the law that governs the protection of trade secrets and other confidential proprietary information. This body of law is typically given short shrift in intellectual property courses, notwithstanding the importance of trade secrecy protection in the information-based economy. The goal of this seminar is to provide trade secrecy with more sustained attention. Most of the reading for the seminar will consist of trade secret case law, to be supplemented by some interdisciplinary readings on trade secrecy protection.

Students will be graded on the basis of short response papers due every other week (some of which will require outside research) and class participation.

Spring 2016 - Lior Strahilevitz

Trademarks and Unfair Competition

LAWS 45701 - 01 (3) x

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 2015 - Omri Ben-Shahar; William M. Landes

Trial Advocacy

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

Students will prepare and try a civil lawsuit to a jury. Lectures focus on advocacy skills needed to try a case: opening statements, direct and cross examinations and closing arguments.

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.

Winter 2016 - Tom Dutton; Kevin Van Wart

Trial Advocacy

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

This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will be by lecture, demonstration, and exercise (including a mini-trial).

Students who have taken the Intensive Trial Practice Workshop (LAWS 67503) may not take Trial Advocacy (LAWS 67603).

An understanding of the Federal Rules of Evidence is preferred but not a prerequisite.

Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, and one or more written assignments.

Enrollment is limited to 16 students.

Spring 2016 - Jay Cohen

Trusts and Estates

LAWS 45201 - 01 (3)

This course examines the law governing the transfer of property at death. Using the Uniform Probate Code, Uniform Trust Code, and other Uniform Acts, the course

analyzes (i) intestate succession; (ii) wills (including execution, revocation, interpretation, and contests); (iii) will substitutes (i.e., nonprobate transfers) and planning for incapacity; and (iv) trusts (including creation, fiduciary administration, modification, termination, spendthrift and other asset protection trusts, and charitable trusts).

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

Spring 2016 - Daniel B. Kelly

U.S. Supreme Court: Theory and Practice

LAWS 50311 - 01 (3) s, x, m, l

This seminar will provide an in-depth look at the U.S. Supreme Court, with particular emphasis on the skills required to practice successfully in that forum. Students will not only discuss the Court as an institution, but they will also hone skills needed to navigate the certiorari process and to brief and argue before the Court.

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

The seminar is a prerequisite for participation in the Supreme Court and Appellate Clinic that the Law School plans to establish beginning with Winter Quarter, 2016, unless other arrangements are made with the clinic instructors.

Autumn 2015 - Michael A. Scodro

What Causes Crime?

LAWS 42642 - 01 (2 or 3) x, m

In this interdisciplinary seminar, students will read literature from allied fields including economics, criminology, sociology, psychology, and history in an attempt to understand what causes and reduces crime on both an individual and societal level. In addition to tackling this substantive question, we will discuss how the approaches of these academic disciplines differ and what each has to offer.

The grade is based on class attendance and participation, including a series of short written submissions responding to the readings.

Students may earn a third credit by writing a 15-page research paper in addition to the rest of the coursework.

Winter 2016 - John Rappaport

Workshop: Business Law

LAWS 63912 - 01 (0, 0, 1) a, x, m

This workshop will bring business law scholars to the Law School to discuss their latest works.

The workshop will meet 2-3 times per quarter for 1.5 hours.

Students taking the workshop for credit will write reaction papers for each paper.

Autumn 2015, Winter 2016, Spring 2016 - Anthony J. Casey; M. Todd Henderson

Workshop: Constitutional Law

LAWS 63612 - 01 (1, 1, 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 2015, Winter 2016, Spring 2016 - Justin Driver; Aziz Huq

Workshop: Judicial Behavior

LAWS 63812 - 01 (1) +, a, r, w, 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 (w-landes@uchicago.edu) by the start of Autumn quarter 2015.

It will meet seven times over the course of the academic year.

Autumn 2015 - Frank H. Easterbrook; Lee Epstein; William M. Landes; Richard A. Posner; Dennis J. Hutchinson

Workshop: Judicial Behavior

LAWS 63812 - 01 (1, 1) a, r, w, 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 (w-landes@uchicago.edu) by the start of Autumn quarter 2015.

It will meet seven times over the course of the academic year.

Winter 2016, Spring 2016 - Frank H. Easterbrook; Lee Epstein; William M. Landes; Richard A. Posner; Dennis J. Hutchinson

Workshop: Law and Economics

LAWS 56012 - 01 (0, 1, 1) a, w, 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 working papers by guests, most of whom are renowned faculty from other institutions. In addition to workshop sessions, which occur approximately every other week, there will be occasional 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; grading is based on the completion of a series of reaction papers. Students interested in academic writing in law and economics are encouraged to use this workshop to develop their ideas.

There will be 13 meetings of the workshop (5, 4, 4, in the three quarters, respectively).

Students will be required to submit 12 reaction papers. Each reaction paper is 2-3 pages long, for a total of 24-36 pages.

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

Autumn 2015, Winter 2016, Spring 2016 - Omri Ben-Shahar

Workshop: Law and Philosophy: Law and Race

LAWS 61512 - 01 (1, 1, 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.

The theme for 2015-16 is "Race and Law." Speakers will include: Derrick Darby (Michigan), Elizabeth Anderson (Michigan), Justin Driver (Chicago), Sally Haslanger (MIT), Charles Mills (Northwestern), Michele Moody-Adams (Columbia), Tommie Shelby (Harvard). Several sessions involve students only, and are led by the instructors. Please see www.law.uchicago.edu/workshops/lawandphilosophy for additional information concerning each session.

Usual participants include graduate students in philosophy, political science, and divinity, and law students.

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

The paper may satisfy the Law School Substantial Writing Requirement.

Students must enroll for all three quarters to receive credit.

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 by September 20.

Usual participants include graduate students in philosophy, political science, and divinity, and law students.

Autumn 2015 - Martha C. Nussbaum; Derrick Darby; Alexander Prescott-Couch

Workshop: Legal Scholarship

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

This workshop may be taken for a full year (every other week in Winter and Spring quarters) or only in the Autumn quarter. It is open to all students, including JSDs and LLMs. 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 Autumn 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 AUTUMN 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.

Autumn 2015 - Lisa Bernstein

Workshop: Legal Scholarship

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

This workshop may be taken for a full year (every other week in Winter and Spring quarters) or only in the Autumn quarter. It is open to all students, including JSDs and LL.Ms. 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 Autumn 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 AUTUMN 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.

Winter 2016, Spring 2016 - Lisa Bernstein

Workshop: Public Law and Legal Theory

LAWS 63402 - 01 (0, 0, 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 post questions to the online discussion board.

Autumn 2015, Winter 2016, Spring 2016 - Jonathan Masur; Richard H. McAdams; John Rappaport; Nicholas Stephanopoulos; Laura Weinrib

Workshop: Regulation of Family, Sex, and Gender

LAWS 63312 - 01 (1, 1) a, 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 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 series of short reaction papers.

Undergraduates by instructor permission only.

Autumn 2015, Spring 2016 - Mary Anne Case

Writing and Research in the U.S. Legal System

LAWS 79903 - 01 (3) x, m, l

In this seminar, international LLM students learn research and writing skills essential to the practice of U.S. 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 LL.M. students and satisfies the legal research and writing prerequisite for the New York Bar exam.

Autumn 2015 - Elizabeth Duquette; Margaret Schilt

Writing and Research in the U.S. Legal System

LAWS 79903 - 01 (3) x, m, l

In this seminar, international LLM students learn research and writing skills essential to the practice of U.S. 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 seminar.

Regular class attendance is mandatory.

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

This seminar is open only to LL.M. students and satisfies the legal research and writing prerequisite for the New York Bar exam.
Winter 2016 - Elizabeth Duquette; Margaret Schilt

Young Center Immigrant Child Advocacy Clinic

LAWS 65013 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s

The Young Center for Immigrant Children's Rights Clinic combines international human rights, immigration law and children's rights law. Students in the clinic serve as Child Advocate (similar to a guardian ad litem) for unaccompanied immigrant children detained in Chicago. 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—then detained and placed in deportation proceedings. Law students are appointed to serve as Child Advocate for the most vulnerable of these 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. Since there is no substantive best interests standard under the Immigration and Nationality Act, students look to state child welfare law and international human rights law, including the Convention on the Rights of the Child and UNHCR Guidelines. In addition, students have the opportunity to engage in legislative and policy advocacy aimed at reforming the immigration system to better protect the rights of children.

Students are assigned to work one-on-one with children at Chicago-area detention facilities. Each student meets weekly with the child, and advocates on behalf of the child with federal officials, immigration judges and asylum officers.

The clinic admits both 2Ls and 3Ls.

Language skills are not required, but students who speak Spanish, Mandarin, Romanian, or American Sign Language are strongly encouraged to apply.

Students who enroll in the clinic must: 1. Participate in a 2-day orientation on Oct. 4 & 5, 2014; 2.

Participate in brown bag lunch meetings. For more information, visit: www.TheYoungCenter.org.

You may also contact Elizabeth Frankel at efrankel@law.uchicago.edu or 773-702-9587 or Maria Woltjen at mwoltjen@uchicago.edu or 773-702-0349.

Autumn 2015, Winter 2016, Spring 2016 - Elizabeth Frankel; Marcy Phillips; 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 the Levin Reflecting Pool. It includes the Daniel R. Fischel and Sylvia M. Neil Pavilion containing the Weymouth Kirkland Courtroom and Glen A. Lloyd Auditorium, 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 673 databases in a variety of disciplines and access to all of the major legal databases, including LexisNexis, Westlaw,

Bloomberg Law, Hein Online, Bloomberg 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 webpage, at 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 seventy 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 *The Civil Rights Act at 50 Years*, *Frontiers of Consumer Protection*; *Combatting Corruption*; *Governance and Power*; and *Crime, Criminal Law, and the Recession*. Each fall the *Legal Forum* hosts a symposium at which the authors of the articles present their work.

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

The Hinton Moot Court Competition, founded in 1954 and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to all second- and third-year students (except those third-year students who made it to the semi-finals

during the previous year). 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 twelve 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.

Students writing comments for any of the three student-edited journals or completing briefs as semi-finalists in the Hinton Moot Court competition, may receive up to three credits. See the Student Handbook for more details.

The Law Students Association is the student government organization and is comprised of five elected representatives from each class, one elected LL.M. representative and one elected 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 (but not limited to):

- 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 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 Intellectual Property Law Society, to promote student understanding of intellectual property;
- the International Human Rights Law Society, dedicated to learning about and practicing international human rights law;
- the International Law Society, an organization for students interested in the many facets of public and private international law;
- the 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;
- 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, 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, 2012-2013, 2013-2014, and 2014-2015 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 (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 spirit.uchicago.edu/about/group.shtml.

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 more than 400 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.

Just over 98 percent of the Class of 2014 found employment within the tracking period: 65 percent entered private practice, 17 percent obtained judicial clerkships, 6.3 percent entered business, 11.2 percent obtained positions in public service and government, and less than 1 percent took a position in higher education. During the summer of 2014, 99 percent of the Class of 2015 were employed and one was engaged in Ph.D. coursework. The majority of these opportunities were in the private sector, approximately 10 percent of these positions were with government agencies and public interest organizations, and less than 1 percent were research assistants with professors. 100 percent of the Class of 2016 obtained employment in the summer of 2014. More than 44 percent of this class worked for government

agencies or public interest organizations, 18 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, more than 26 percent of this class worked in the private sector at a law firm or business, and more than 11 percent accepted judicial internships.

Each year, approximately 35 to 55 students and alumni accept judicial clerkships. From October Term 2004 to October Term 2014, we have had 27 graduates serve as law clerks among 9 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 series, a faculty mentoring program, the Public Interest Alumni Network, 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 its clinical program: the Abrams Environmental Law Clinic, the Civil Rights and Police Accountability Project, the Criminal and Juvenile Justice Project, the Employment Discrimination Project, the Exoneration Project, the Federal Criminal Justice Clinic, the Gendered Violence and the Law Clinic, the Housing Initiative, the Institute for Justice Clinic on Entrepreneurship, the International Human Rights Clinic, the Mental Health Project, the Poverty and Housing Law Clinic, the Prosecution and Defense Clinic, and the Young Center for Immigrant Children's Rights.

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 773-753-1332. Students are advised to apply early in order to obtain their desired accommodations.

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 \$2,656 per quarter for the 2015-16 year. There is no mandatory meal plan. All rooms are furnished and share common bathrooms. More information is available at house.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 \$675 to \$1,162 monthly; those for unfurnished are from \$706 to \$1,665 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 rp.uchicago.edu/index.shtml.

MEAL SERVICE

There are a number of places for students to dine on or near campus. See 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 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 grad.uchicago.edu/life_community/student_parents/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 Family Resource Center at 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 <https://studenthealth.uchicago.edu/page/insurance-2015-2016>.

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

IMMUNIZATION REQUIREMENTS

Under Illinois law, generally all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for foreign students). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. After the third Friday of the first quarter of enrollment, those students who are not yet compliant will have their subsequent registrations restricted and will not have their restriction lifted until they have become compliant with the immunization requirement. This is a state requirement, and the Law School cannot provide an exemption and is unable to assist in obtaining an appointment to receive needed immunizations. Students are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc. Students may contact the Student Health Service at 773-702-4156 or visit studenthealth.uchicago.edu/page/immunization-requirements.

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 studentmanual.uchicago.edu. Topics covered include:

- Civil Behavior in a University Setting
- Statement of Nondiscrimination
- Policy on Harassment, Discrimination, and Sexual Misconduct
- 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 2015–2016 is \$56,916 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 \$25,653 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 80 percent of the students at the Law School receive some financial aid, either in the form of scholarships or loans. Since, for the majority of students, 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 Application (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 Stafford 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 \$79,914 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 2016 LSAC Official Guide to ABA-Approved Law Schools (“the Official Guide”), prepared by the Law School Admission Council (LSAC). The Official Guide can be accessed on LSAC’s website (www.lsac.org) and includes information about most U.S. law schools. Applicants can also access the Standard 509 disclosure data and employment data collected by the American Bar Association for each U.S. law school on the ABA’s website (www.americanbar.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 which must be paid electronically by credit card when you submit your application through LSAC. Applications can be submitted starting August 15.

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

- **Chicago Law Scholars.** The Chicago Law Scholars Program is an early admission program for current undergraduate students and alumni of the University of Chicago undergraduate college. Applicants who wish to apply for the Chicago Law Scholars Program must submit their applications and all supporting materials by December 1. Applicants being considered for the Chicago Law Scholars Program will be notified of the Admissions Committee’s decision by the end of December. Admission under the Chicago Law Scholars Program is binding and applicants must commit to matriculating at the Law School if admitted and withdrawing all applications at other law schools.

- **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 March 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after March 1 will be considered on a space-available basis. We consider applications in the order that they are completed.

The LSAT. Unless a waiver is otherwise approved by the Admissions Committee, 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 and applicants to the Chicago Law Scholars program 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 admitted to the Law School 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 www.law.uchicago.edu/prospective/financialaid for applicable deadlines.

Interviews. The Admissions Committee may invite applicants to interview, but does not grant requests from applicants 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 or email for the schedule ((773) 702-9484; admissions@law.uchicago.edu) and check our website (www.law.uchicago.edu/prospectives/visit) for more details on how to plan your visit to the Law School.

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. With the exception of the Doctoroff Business Leadership Program, 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, 2014-2015

DEGREES CONFERRED BETWEEN SUMMER 2014 to SPRING 2015

FOR THE DEGREE OF MASTER OF LAWS

Teresita Acedo Betancourt	Fabian Krause
Ferhat Afkar	David Emilio Kuroiwa Honma
Masaaki Aono	Hosuk Lee
Krithika Ashok	Raquel Lucas Herraiz
Masayuki Atsumi	Jierui Luo
Thomas Banwell Ayres	Roberto Luciano Lupini Pinzani
Vanessa Bertonha Felicio	Miguel Ángel Luque
Maria Cecilia Canepa Olaechea	Francis Mc Namara
Alexandre Carvalho Pinto Rios	Marc Rene Francois Meslin
Kan-Hsueh Chiang	Sangeetha Mugunthan
Calvin Tinlop Chui	Alain José Muster
Leonardo de Abreu Birchal	Jose Antonio Noguera Watty
Marcelo De Antuñano Aguirre	Takehiko Oguma
Thibault Pieter Linda Nelson De Bouille	Diana Pacifico Henne
Rafael Thor De Moura Rebelo Rocha	Esteban Perez Medina
Astrid De Winne	Arturo Poblete Castro
Carla Do Couto Hellu Battilana	Víctor Domingo Poblete Ortuzar
Fan Dong	Alfredo Luis Ramírez Pabón
Vitor Fernandes de Araujo	Igor Marcell Ramos Finzi
Jue Gao	Weijia Rao
Matteo Giangaspero	Jeremy Basil Record
Luisa Godinez Puig	Cauê Rezende Myanaki
Adi Grinapell	Christoph Michael Ritter
Basak Goksu Gurbuz	Nicolas Rivera Montoya
Carl Oscar Henning Sebastian Hållén	Renato Rodrigues Ruschi
Eleanor Breeda Healy-Birt	Boanerges Hernan Rodriguez Velasquez
Flavia Jardim de Oliveira	Patrick Scharli
Jose Raul Jasso Perez	Fritz Nikolaus Schuchmann
Masakazu Karakawa	Philippe Christophe Seiler
Jaakko Kasperi Korpelainen	Thomas Anthony Smithurst

Nathalie Alisa Paula Ghislaine
Smuha
Quentin Pol Soavi
Fernanda Mary Sonoki
Shane Geoffrey Stewart
Yanru Tao
Chun Tseung

Susan Uquillas Mosquera
Lauren Willen
Kayo Yamamoto
Gilad Yaniv
Alessandro Zanini
Fang Zhao
Xueting Zhong

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Dawood Ahmed
Jianlin Chen

Xingxing Li
Chien-Chih Lin

FOR THE DEGREE OF DOCTOR OF LAW

Mateo T. Aceves *
Andrew Charles Adair *
Andrew M. Adair
Viviana Helen Aldous
Faridat Arogundade
Tabitha J. Atkin
Ani Avagyan
Michael K. Ballew, Jr.
Louis Cushing Balocca *
Rhiannon N. Batchelder
Nora Estefanía Becerra
Benjamin Andrew Berkman **†‡
Elpitha Betondo
Kathryn Elizabeth Boucher Bi *
David Israel Birnbaum *
Rachel Ilana Block *
Erin Marie Boyd
Paige D. Braddy
Blair Rebecca Bradford *
Corey Keenan Brady *
Matthew J. Brincks **†‡
Peter Jacob Brody *†‡

Benjamin D. Brooks **†‡
William W. Bucher *
Joshua Hart Burday
Mary Kaitlyn Burk **†‡
Philip Joseph Ainsworth Caruso *
Nicholas Angelo Caselli *
Robert Catmull
Won Ho Cho
Kendell R. Coates
Roni J. Cohen
Fabiana Cohen Levy
Sean Patrick Collins *
Emma Jane Cone-Roddy *
Laura Kathleen Conley *
Nicholas Stephen Dufau **†‡
Henrik Dumanian
Matthew Thomas DuWaldt
Christopher P. Eby *
Troy Allen Edwards, Jr. *
Andrew Elkhoury *
Daniel Scott Emas
Daniel A. Epstein

Paige Ashley Epstein
 Siobhan M. Fabio
 Meg E. Fasulo *
 Evan M. Feinauer *
 Judson Robert Finnegan *
 Maurio A. Fiore *
 Paul J. Formella *
 Alan Benjamin Freedman
 Sonia Elizabeth Fulop
 Katherine Anne Garceau *
 Lior Avraham Geft
 Monica Ghosh
 Jacqueline Ann Giannini *
 Ari Glatt
 Aasiya Farah Mirza Glover
 Nathaniel T. Goldfinger
 Jessica Cassandra Gonzalez
 Brittany E. Gorin *
 Alex M. Grabowski *
 John Joseph Grein, IV *
 Sara Katherine Haley
 Daniel Nolan Hammond **†
 Denis N. Harper ***†
 Drew Colin Harris *†
 Alexander D. Hawgood
 Caroline E. Henry
 Sara Elise Hershman
 Alexis C. Holmes
 Steven Douglas Hoying
 Benjamin W. Hudgens *
 Thomas Orlando Huynh
 Kara Nicole Ingelhart
 Whitney Marie Ising
 Erica Abra Jaffe
 Jackie LaRosa Jakab
 Molly M. Jamison
 Miles Hoveke Johnson **†
 Ronald Cecil Jones, II

Sarah Kang
 Samita Tahsin Khan
 Changho Kim
 Clara B. Kim
 Joshua R. Kornfield
 Matthew B. Kugler ***†
 Lee Rochelle Laxamana
 Lyle Benjamin LeBlang *
 Annika J. Lee
 Dong Hun Lee
 Robert James Lee
 Karen Leung
 Jeffrey Paul Levine *
 Lingfeng Li
 Ian Scott Lindsay
 Louis Brandon Liss
 Bryan J. Lowrance
 Myles R. MacDonald
 Thomas Malinowsky
 Timothy A. Markey *
 Christina Crane Matthias *
 Vasily Mayer
 Katherine L. McClain
 Jeffrey S. McIntosh *
 Matthew M. McKay
 Tammy Lee Meikle
 Justin Alphonse Mercurio *
 Rachel Laurie Miller
 Jayvan Errol Mitchell
 Abigail Behr Molitor *
 Misoo Moon
 Timothy Jihoon Moon *
 Brandon T. Moore
 Sean Ward Moore
 Chad Drexler Morin
 Zachary Sweet Moskowitz
 John Patrick Moynihan
 Sean L. Mumper *

Sarah Elizabeth Neuman *
Jacqueline Maria Newsome
Julianne Thu Nguyen
David S. Nimmons
Michael J. O'Brien *
Yasamin Nicole Oloomi
Jeffrey S. Olshan
David G. Palay *
Alex Atticus Parkinson **†‡
Catalina Santos Parkinson
Stephen M. Payne ***†‡
Katherine Marie Peaslee ***†‡
Sara Elizabeth Peele *
Srinija Pernankil
Scott Robert Plecki
Jonathan Nathaniel Powers
Paul Bartholomew Quintans
Joshua E. Real
Stephen Isidore Richer
Rebecca Rose Rickett *
James I. Robinson
Mark Victor Rohan *
Keiko Elizabeth Rose *
Edwin Alexander Rosenfield *
Joseph Roth Rosner
Casen Baker Ross *
Joshua A. Ruff *
Cameron Charles Russell *
Christopher Wayne Ryder
Angelique Marie Salib
Joseph C. Schroeder ***†‡
Daniel J. Schufreider
Josephine M. Schulte **†‡
Sarah J. Schultes
Olga Sergeevna Vinogradova
 Schwier *
Gillian P. Seaman
William Morris Segal *

Anthony-Ray Sepúlveda
Mikaela R. Shaw
Nora Yasmeen Shawki
Min Shen
Camille Maria Shepherd
Lindsay Lee Short
Daniel A. Sito **†‡
Kaitlinn Patricia Sliter
Philip Smoke
William Joseph Smolinski
Samuel Gregory Stucker
Kelsey Nicole Sullivan
Lauren C. Swadley
Alexandra Marie Tate
Deepa Thimmapaya
Ian J. Todd
Daniel Chester Toren
Julia Lins Trotta
Steven Gordon Trubac *
Gregorios Tsonis *
Amy L. Twohig
Jasmina Vajzovic
Patrick J. Valenti *
Daniel Vinson *
Ryan W. Wallenstein
Katherine T. Walling *†‡
Christopher James Washington
Valdemar Luther Washington, II
Laura Marie Watson *
Jeremy Daniel Webb
Raleigh G. Williams
Kira Katrina Wilpone-Jordan
Steven John Winkelman *†‡
David John Winkler
Carole M. Wurzelbacher
Linjun Xu
Wen Yang
Joyce K. Yoon

Sunha Yoon	*	Honors
Kevin P. Zimmerman **†‡	**	High Honors
David Dwayne Zobell	***	Highest Honors
	†	Order of the Coif
	‡	Kirkland & Ellis Scholar

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2014-2015

Agnes Scott College	1	Catholic University of America	1
American University	3	Chapman University	1
Amherst College	1	Chenchi University	1
Andrews University	1	China University of Political Science and Law	1
Arizona State University	3	Chinese University of Hong Kong	1
Barnard College-Columbia University	1	Claremont McKenna College	4
Baruch College-CUNY	1	Clemson University	1
Baylor University	3	Colegio Universitario de Estudios Financieros	1
Birmingham Southern College	1	Colgate University	1
Bocconi University-Milan	1	Columbia Law School	1
Boston College	2	Columbia University School of Engineering and Applied Sciences	1
Boston University	4	Columbia University-Columbia College	4
Bowdoin College	3	Cornell University	13
Brandeis University	2	Creighton University	4
Brigham Young University	12	Dartmouth College	5
Brown University	10	Davidson College	1
Bryant University	1	Denison University	2
Bryn Mawr College	1	DePaul University	1
Buchmann Faculty of Law	2	Dominican University	1
Butler University	2	Drake University	2
California State University- Sacramento	1		
Carleton College	3		
Carnegie Mellon University	1		
Case Western Reserve University	4		

Drexel University	1	Humboldt University-Berlin	1
Duke University	12	Hunter College-CUNY	1
Durham University	1	Huntingdon College	1
École Nationale de la Magistrature	1	Illinois College	1
Elon University	1	Illinois State University	2
Emory University	2	Indiana University-Bloomington	9
Escola de Direito de São Paulo da Fundação Getúlio Vargas	2	Inspere-Instituto de Ensino e Pesquisa	2
Faculdade de Direito Milton Campos	1	Institut d'Études Politiques de Paris	1
Fairmont State University	1	Instituto de Empresa, Law School	1
Fakultas Hukum, Universitas Indonesia	1	Instituto Internacional de Ciências Sociais	1
FIA-Fundação Instituto de Administração	1	Instituto Tecnológico Autonomo de Mexico	1
Florida State University	3	Iowa State University	1
Friedrich-Schiller Universität-Jena	1	Istanbul University School of Law	1
Fudan University	2	James Madison University	1
Fundação Getúlio Vargas	3	Johns Hopkins University	9
George Mason University	1	Kalamazoo College	2
George Washington University	7	Kansas State University	2
Georgetown University	6	Katholieke Universiteit Leuven	1
Georgia College & State University	1	Keoi University	1
Georgia State University	1	Kettering University	1
Ghent University	2	King's College London	2
Griffith University	1	Knox College	1
Grove City College	1	Kobe University	2
Hamline University	1	Korea University	1
Harvard University	8	Korea University, School of Law	1
Haverford College	3	Loyola Marymount University	3
Hebrew University of Jerusalem	3	Loyola University-Chicago	2
Hidayatullah National Law University	1	Ludwig-Maximilians Universität München	1
Hillsdale College	2	Macalester College	1
Hofstra University	1	Marquette University	1
Hope College	1	McGill University	2
		Miami University Oxford	1

Michigan State University	4	Renmin University of China	1
Middle Tennessee State University	2	Rheinische Friedrich-Wilhelms-Universität Bonn	1
Middlebury College	2	Rhodes College	1
Missouri State University-Springfield	1	Rutgers University School of Arts and Sciences	3
Montana State University	1	Saint Louis University	2
National Law University-Jodhpur	1	San Diego State University	1
National Taiwan University	2	Santa Clara University	2
National University of Singapore	1	Sarah Lawrence College	2
Northeastern University	1	Seattle University	1
Northwestern University	24	Sophia University	1
NYU College of Arts & Science	11	Southeastern Louisiana University	1
NYU Gallatin School of Individualized Study	3	Southern Illinois University-Edwardsville	1
NYU Leonard N. Stern School of Business	1	Southern Methodist University	1
NYU Tisch School of the Arts	1	Southwestern University of Finance and Economics	1
Oakland University	1	Spelman College	1
Oakwood University	1	St. John's College	1
Occidental College	1	Stanford University	4
Ohio State University	8	Stockholms Universitet	1
Oxford University	1	Suny at Stony Brook Center	1
Peking University	4	Swarthmore College	4
Pennsylvania State University	3	Syracuse University	2
Pepperdine University-Malibu	1	Tel Aviv University	2
Pomona College	1	Tel Aviv University-The Recanat Business School	1
Pontificia Universidad Católica de Chile	1	Temple University	1
Pontificia Universidad Católica de São Paulo	6	Texas A & M University - College Station	3
Pontificia Universidad Católica del Perú	3	Texas Tech University	1
Princeton University	1	Touro College	1
Providence College	1	Truman State University	3
Queen Mary University of London	1	Tsinghua University	3
Queens University	1	Tsinghua University, School of Law	2

Tufts University of Arts & Sciences	5	Université de Cergy-Pontoise	1
Tulane University	6	Université Paris I, Panthéon Sorbonne	1
Universidad Autónoma de San Luis Potosí	1	Université Paris II, Panthéon-Assas	1
Universidad Católica Andrés Bello	2	Universiteit Gent	2
Universidad Católica de Chile	1	University College Dublin	1
Universidad Católica de Santiago de Guayaquil	2	University of Adelaide	1
Universidad Católica Santa María La Antigua	1	University of Alabama	2
Universidad de Buenos Aires	2	University of Alabama-Huntsville	1
Universidad de Valladolid	1	University of Arizona	1
Universidad Externado de Colombia	1	University of Arkansas-Fayetteville	1
Universidad Iberoamericana	2	University of Bristol	1
Universidad Nacional Autónoma de México	1	University of California-Berkeley	19
Universidad San Francisco de Quito	1	University of California-Davis	3
Universidade Católica Portuguesa	1	University of California-Irvine	2
Universidade de São Paulo	1	University of California-Los Angeles	12
Universidade do Estado do Rio de Janeiro	2	University of California-San Diego	3
Universidade Federal de Minas Gerais	1	University of California-Santa Barbara	1
Universidade Federal do Rio de Janeiro	1	University of Central Florida	1
Universidade Presbiteriana Mackenzie	1	University of Chicago	35
Università degli Studi di Firenze	1	University of Colorado-Boulder	1
Universitas Indonesia	1	University of Dayton	1
Universität Bern, Switzerland	1	University of Denver	2
Universität Luzern, Rechtswissenschaftliche Fakultät	1	University of Florida	12
		University of Georgia-Athens	5
		University of Haifa	1
		University of Hong Kong	2
		University of Illinois-Chicago	4
		University of Illinois-Springfield	1
		University of Illinois-Urbana-Champaign	20
		University of Iowa	2
		University of Kansas	1

University of Louisville	1	University of Southern California	9
University of Maryland-College Park	2	University of Southern Maine	1
University of Massachusetts-Amherst	2	University of St. Gallen	1
University of Miami	7	University of Tennessee-Chattanooga	1
University of Michigan-Ann Arbor	17	University of Tennessee-Knoxville	2
University of Minnesota	1	University of Texas - Austin	10
University of Minnesota-Minneapolis	4	University of Texas - Dallas	3
University of Minnesota-Twin Cities	1	University of Tokyo	1
University of Missouri-Columbia	1	University of Tokyo, School of Law	1
University of Missouri-Kansas City	2	University of Toronto	1
University of Montana	1	University of Tulsa	1
University of Nebraska-Lincoln	4	University of Utah	3
University of Nevada-Las Vegas	2	University of Virginia	2
University of New Mexico	1	University of Washington	1
University of North Carolina-Chapel Hill	3	University of Western Ontario	1
University of North Texas	1	University of Wisconsin-Eau Claire	1
University of Notre Dame	16	University of Wisconsin-Madison	6
University of Oregon	2	University of Wyoming	2
University of Oslo	1	Utah State University	1
University of Pavia	1	Vanderbilt University	3
University of Pennsylvania	7	Wabash College	1
University of Pittsburgh	1	Washington and Lee University	1
University of Puget Sound	3	Washington University	15
University of Queensland	1	Wesleyan University	4
University of Saint Thomas-MN	2	West Bengal National University of Juridical Sciences-Kolkata	1
University of San Diego	2	Wheaton College-Illinois	1
University of Scranton	1	Whitman College	1
University of South Carolina-Columbia	3	Williams College	3
University of South Florida	1	Xavier University	2
		Yale University	6
		Yeshiva University	1
		York College of Pennsylvania	1
		York University	1

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2014-2015

I. STATES

Alabama	5	Nevada	4
Alaska	1	New Hampshire	3
Arizona	9	New Jersey	13
California	86	New Mexico	1
Colorado	7	New York	39
Connecticut	7	North Carolina	4
Delaware	1	North Dakota	1
Florida	36	Ohio	20
Georgia	9	Oklahoma	2
Hawaii	2	Oregon	9
Idaho	2	Pennsylvania	16
Illinois	108	South Carolina	1
Indiana	10	South Dakota	1
Iowa	6	Tennessee	13
Kansas	8	Texas	25
Kentucky	3	Utah	11
Louisiana	4	Virginia	13
Massachusetts	10	Washington	9
Maryland	13	Washington, D.C.	10
Michigan	18	West Virginia	1
Minnesota	11	Wisconsin	16
Mississippi	2	Wyoming	2
Missouri	10		
Nebraska	6		

II. COUNTRIES

Argentina	4	Azerbaijan	2
Australia	4	Belgium	8

Brazil	26	Japan	12
Canada	12	Mexico	10
Chile	4	Nigeria	1
China	41	Pakistan	2
Colombia	2	Panama	2
Ecuador	6	Peru	6
England	6	Singapore	2
Finland	2	South Korea	19
France	6	Spain	2
Germany	8	Sweden	2
India	6	Switzerland	6
Indonesia	4	Taiwan	6
Ireland	2	Turkey	2
Israel	14	Venezuela	2
Italy	8		
Jamaica	4		



FACULTY PUBLICATIONS 2014-2015

DANIEL ABEBE

Other Publications

"I.C.C.'s Dismal Record Comes at Too High a Price," *New York Times Room for Debate*, December 13, 2014.

"Making the Beautiful Game Beautiful Again," *Chicago Tribune*, June 7, 2015 (with William Birdthistle).

CLIFFORD ANDO

Books

Roman Social Imaginaries: Language and Thought in Contexts of Empire (University of Toronto Press, 2015).

Public and Private in Ancient Mediterranean Law and Religion (Walter de Gruyter, 2015) (edited with Jörg Rüpke).

Journal Articles & Book Sections

Book Review of James G. Keenan, J.G. Manning, Uri Yiftach-Firanko, eds., *Law and Legal Practice in Egypt from Alexander to the Arab Conquest: A Selection of Papyrological Sources in Translation, with Introductions and Commentary* (2014), 2 *Bryn Mawr Classical Review* 7 (2015).

"*Exemplum, Analogy and Precedent in Roman Law*," in *Between Exemplarity and Singularity: Literature, Philosophy, Law* 111, Michèle Lowrie & Susanne Lüdemann, eds. (Routledge, 2015).

"Fact, Fiction, and Social Reality in Roman Law," in *Legal Fictions in Theory & Practice*, Maksymilian Del Mar & William L. Twining eds. (Springer, 2015).

"Mythistory: the Pre-Roman Past in Latin Late Antiquity," in *Antike Mythologie in christlichen Kontexte der Spätantike—Bilde, Räume, Texte* 205, Hartmut Leppin, ed. (De Gruyter, 2015).

"Religion and Violence in Late Roman North Africa," 6 *Journal of Late Antiquity* 197 (2014).

Other Publications

"Ancient Authorities Intertwined: Natural Philosophy, History and Theology in the Writings of José de Acosta S.J. (1540-1600)," 2 *Journal of Jesuit Studies* 9 (2015) (edited with Anne McGinness & Sabine G. MacCormack).

"In Memoriam Sabine G. MacCormack," 2 *Journal of Jesuit Studies* 1 (2015) (with Anne McGinness).

DOUGLAS G. BAIRD

Book

Elements of Bankruptcy (6th ed.) (Foundation Press, 2014).

Journal Articles & Book Sections

"American Stoic," in *American Guy: Masculinity in American Law and Literature*, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2014).

"Coase's Journey," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"Entity Partitions and the New World of Tailored Bankruptcy," 5 *Butterworths Journal of International Banking and Financial Law* 303 (May 2015) (with Anthony Casey).

"One-and-a-Half Badges of Fraud," 60 *Practical Lawyer* 41 (2014).

"The Rights of Secured Creditors after *ResCap*," 2015 *University of Illinois Law Review* 849 (2015).

WILLIAM BAUDE

Journal Articles & Book Sections

"Foreword: The Supreme Court's Shadow Docket," 9 *NYU Journal of Law & Liberty* 1 (2015).

Response, "Sharing the Necessary and Proper Clause," 128 *Harvard Law Review Forum* 39 (2014).

"State Regulation and the Necessary and Proper Clause," 65 *Case Western Reserve Law Review* 308 (2015).

"The Takings Clause," in *The Heritage Guide to the Constitution*, Matthew Spalding & David F. Forte eds. 2014).

Other Publications

"Could Obama Bypass the Supreme Court?" *New York Times*, March 17, 2015.

"The Legal Power of Standing," *New York Times*, May 14, 2015.

"Originalism: A Debate," *University of Chicago Law School Record*, Spring 2015 (with Eric Posner).

SCOTUSblog, www.scotusblog.com/author/william-baude/ (regular contributor).

"The Supreme Court's Secret Decisions," *New York Times*, February 3, 2015.

The Volokh Conspiracy, www.washingtonpost.com/news/volokh-conspiracy/wp/author/will-baude/ (regular contributor).

OMRI BEN-SHAHAR

Book

Chinese translation of *More than You Wanted to Know: The Failure of Mandated Disclosure* (Law Press China 2015).

Journal Articles & Book Sections

"Coping with the Failure of Mandated Disclosure," 11 *Jerusalem Review of Legal Studies* 83 (2015) (with Carl E. Schneider).

"Introduction: Rational Choice Approach to Judicial Behavior," 44 *Journal of Legal Studies* S1 (2015) (with Thomas J. Miles).

"The Invention of Simplicity," in *Ronald H. Coase* (University of Chicago Law School, 2014).

Other Publications

"Under the Weather: Government Insurance and the Regulation of Climate Risks," *CLS Blue Sky Blog*, March 27, 2015 (with Kyle D. Logue).

LISA BERNSTEIN

Journal Articles & Book Sections

"Foreword to Reviews (Books on the Law of Contracts)," 81 *University of Chicago Law Review* 2039 (2014).

"Merchant Law in Modern Economy," in *Philosophical Foundations of Contract Law*, Gregory Klass, George Letsas & Prince Saprai, eds. (Oxford University Press, 2014).

EMILY BUSS

Journal Articles & Book Sections

"The Developmental Stakes of Youth Participation in American Juvenile Court," in *International Perspectives and Empirical Findings on Child Participation*, Tali Gal and Benedetta Duramy, eds. (Oxford, 2015).

"Escaping the American Blot? A Comparative Look at Federalism in Australia and the United States Through the Lens of Family Law," 48 *Cornell International Law Journal* 105 (2015) (with William Buss).

"An Off-Label Use of Parental Rights? The Unanticipated Doctrinal Antidote for Professor Mnookin's Diagnosis," 77 *Law & Contemporary Problems* 1 (2014).

MARY ANNE CASE

Journal Articles & Book Sections

"Coase's Theory of the Firm and the Family," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"The Ladies? Forget About Them: A Feminist Perspective on the Limits of Originalism," 29 *Constitutional Commentary* 431 (2014).

"When Someday is Today: Updating Hartog's History into the Era of Medicaid and Modern Marriage," 40 *Law & Social Inquiry* 499 (2015).

"Why 'Live-And-Let-Live' Is Not a Viable Solution to the Difficult Problems of Religious Accommodation in the Age of Sexual Civil Rights," 88 *University of Southern California Law Review* 463 (2015).

Other Publications

"Police Mistakes in Ferguson Involve Gender as Well as Race: The Forgotten Lessons of Los Angeles' Christopher Commission," *Huffington Post*, September 11, 2014.

ANTHONY CASEY

Journal Articles & Book Sections

"The Boundaries of 'Team' Production of Corporate Governance," 38 *Seattle University Law Review* 365 (2015) (with M. Todd Henderson).

"Coase and the Corporate Client," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"Entity Partitions and the New World of Tailored Bankruptcy," 5 *Butterworths Journal of International Banking and Financial Law* 303 (May 2015) (with Douglas Baird).

"The New Corporate Web: Tailored Entity Partitions and Creditors' Selective Enforcement," 124 *Yale Law Journal* 2680 (2015).

"Noise Reduction: The Screening Value of *Qui Tam*," 91 *Washington University Law Review* 1169 (2014) (with Anthony Niblett).

"A Simple Theory of Complex Valuation," 113 *Michigan Law Review* 1175 (with Julia Simon-Kerr).

Other Publications

"The Article III Problem in Bankruptcy," *Harvard Law School Bankruptcy Roundtable*, October 14, 2014 (with Aziz Huq), available at

blogs.law.harvard.edu/bankruptcyroundtable/2014/10/14/the-article-iii-problem-in-bankruptcy.

"The New Corporate Web: Tailored Entity Partitions and Creditors' Selective Enforcement," *CLS Blue Sky Blog*, October 31, 2014.

DIPESH CHAKRABARTY

Book

The Calling of History: Sir Jadunath Sarkar and His Empire of Truth (University of Chicago Press, 2015).

Journal Articles & Book Sections

"Baucom's Critique: A Brief Response," 1 *The Cambridge Journal of Postcolonial Literary Inquiry* 245 (2014).

"Climate and Capital: On Conjoined Histories," 41 *Critical Inquiry* 1 (2014).

"The Climate of History: Four Theses," in *Ecocriticism: The Essential Reader*, Ken Hiltner, ed. (Routledge, 2015).

"Friendships in the Shadow of Empire: Rabindranath Tagore's Reception in Chicago, c. 1913–1932," 48 *Modern Asian Studies* 1161 (2014).

"My Life in History: Communing with Magpies," 11 *History Australia* 194 (2014).

"Subaltern Studies in Retrospect and Reminiscence," 38 *South Asia: Journal of South Asian Studies* 10 (2015).

ADAM S. CHILTON

Journal Articles & Book Sections

"Foreign Sovereign Immunity and Comparative Institutional Competence," 163 *University of Pennsylvania Law Review* 411 (2015) (with Christopher Whytock).

"The Laws of War and Public Opinion: An Experimental Study," 171 *Journal of Institutional and Theoretical Economics* 181 (2015).

"The Political Economy of Inward FDI: Opposition to Chinese Mergers & Acquisitions," 8 *Chinese Journal of International Politics* 27 (2015) (with Dustin Tingley, Christopher Xu & Helen Milner).

"Reconsidering the Motivations of the United States' Bilateral Investment Treaty Program," 108 *American Society of International Law Proceedings* 373 (2015).

"Supplying Compliance: Why and When the US Complies with WTO Rulings," 39 *Yale Journal of International Law* 201 (2014) (with Rachel Brewster).

Other Publications

"The Failure of Constitutional Torture Prohibitions," *Washington Post*, April 26, 2015 (with Mila Versteeg).

"Gaming the Laws of War," *The New Rambler*, July 2, 2015.

DHAMMIKA DHARMAPALA

Journal Articles & Book Sections

"Base Erosion and Profit Shifting: A Simple Conceptual Framework," 12 *CESifo DICE Report* 8 (2014).

"The Law of Police," 82 *University of Chicago Law Review* 135 (2015) (with Richard H. McAdams & Nuno Garoupa).

"What Do We Know About Base Erosion and Profit Shifting? A Review of the Empirical Literature," 35 *Fiscal Studies* 421 (2014).

RYAN D. DOERFLER

Journal Articles & Book Sections

"*Mead* as (Mostly) Moot: Predictive Interpretation in Administrative Law," 36 *Cardozo Law Review* 499 (2014).

JUSTIN DRIVER

Journal Articles & Book Sections

"Constitutional Outliers," 81 *University of Chicago Law Review* 929 (2014).

Other Publications

"Divine Justice," Review of Bruce Allen Murphy, *Scalia: A Court of One*, *The New Republic* 40 September 2014.

FRANK H. EASTERBROOK

Journal Articles & Book Sections

"Coase and Finding the Interesting Problem," in *Ronald H. Coase* (University of Chicago Law School, 2014).

RICHARD A. EPSTEIN

Journal Articles & Book Sections

"Assumption of Risk in a System of Strict Liability: Conceptual Tangles and Social Consequences," in *Defences in Tort* 265, J. Goudkamp & F. Wilmot-Smith & A. Dyson, eds. (2015).

"Bork's Bowman: 'Not Gone, But Forgotten,'" 79:3 *Antitrust Journal* 903 (2014).

"The Classical Liberal Constitution Vindicated," 8 *NYU Journal of Law & Liberty* 743 (2014).

"Contractual Solutions for Employment Law Problems," 38 *Harvard Journal of Law & Public Policy* 789 (2015).

"The Defeat of the Contraceptive Mandate in *Hobby Lobby*: Right Result, Wrong Reason," *Cato Supreme Court Review* 35 (2013 Term), available at object.cato.org/sites/cato.org/files/serials/files/supreme-court-review/2014/9/epstein.pdf.

"*Entick v. Carrington* and *Boyd v. United States*: Keeping the Fourth and Fifth Amendments on Track," 82 *University of Chicago Law Review* 27 (2015).

"Foreword: In Praise of the English Year Books: The Modern Relevance of Mediaeval Documents," in *The Creation of the Common Law: The Medieval Year Books Deciphered* ix, Thomas Lund (Cambridge, 2015).

"From Natural Law to Social Welfare: Theoretical Principles and Practical Applications," 100 *Iowa Law Review* 1743 (2015).

"The Government Takeover of Fannie Mae and Freddie Mac: Upending Capital Markets with Lax Business and Constitutional Standards," 10 *NYU Journal of Law & Business* 379 (2014).

"Inevitability in Law and Literature: A Strained Relationship," 76(2) *Modern Language Quarterly* 271 (June 2015).

"Intellectual Property, Free Markets and Competition Policy," 387 *Hamline Law Review* 523 (2014) (with John Duffy & Joshua Sarnoff & Joshua Wright & Douglas Ginsburg).

"The Political Economy of Crowdsourcing: Markets for Labor, Rewards, and Securities," 82 *University of Chicago Law Review Dialogue* 35 (2015).

"Property Rights in Water, Spectrum, and Minerals," 86 *Colorado Law Review* 389 (2015).

"Remembering Ronald Coase: The Man Who Brought Transaction Costs to Center Stage," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"An Unapologetic Defense of the Classical Liberal Constitution," 128 *Harvard Law Review Forum* 145 (2015).

"The Upside-Down Law of Property and Contract: Of Fannie Mae, Freddie Mac, and San Jose," 93 *Nebraska Law Review* 869 (2015).

"Why Income and Wealth Equality Cannot End Wage Stagnation," 48 *Creighton Law Review* 1 (2014).

Other Publications

"Curbing the Abuses of China's Anti-Monopoly Law: An Indictment and Reform Agenda," Center for Protection of Intellectual Property, December 1, 2014, available at cpip.gmu.edu/2014/12/01/curbing-the-abuses-of-chinas-anti-monopoly-law-an-indictment-and-reform-agenda/.

Forbes, www.forbes.com/sites/richardepstein/ (regular contributor).

"Henry Manne: A Man to Remember," 20:1 *Independent Review* 127 (2015).

The Libertarian, regular column, Hoover Institution, available at www.hoover.org/publications/defining-ideas/libertarian.

"The United State of America," *The Atlantic*, July 2014 (with Mario Loyola).

LEE FENNELL

Journal Articles & Book Sections

"Co-location, Co-location, Co-location: Land Use and Housing Priorities Reimagined," 39 *Vermont Law Review* 925 (2015) (Norman Williams lecture).

"Do Not Cite or Circulate," 18 *Green Bag 2d* 151 (2015).

"Forcings," 114 *Columbia Law Review* 1297 (2014).

Other Publications

"Spread the Wealth, or Spread the Wealthy?" *The Dream Revisited*, NYU Furman Center, Discussion 9: Residential Income Segregation, November 20, 2014, available at furmancenter.org/research/iri/fennell.

CRAIG FUTTERMAN

Other Publications

"Police Abuse Allegations Finally Go Public," *Chicago Sun Times*, July 18, 2014.

TOM GINSBURG

Book

Classics in Comparative Law (Edward Elgar Press, 2014) (edited with Giuseppe Montateri & Francesco Parisi) (4 volumes).

Journal Articles & Book Sections

"Beyond Presidentialism and Parliamentarism: On the Hybridization of Constitutional Form," 44 *British Journal of Political Science* 515 (2014) (with Zachary Elkins & Jose Antonio Cheibub).

Book Review of Gabriel L. Neretto, *Making Constitutions: Presidents, Parties and Institutional Choice in Latin America*, 129 *Political Science Quarterly* 749 (2014).

"Constitute: The World's Constitutions to Read, Search and Compare," 27 *Web Semantics* 10 (2014) (with Zachary Elkins & James Melton, Robert Shaffer, Juan Sequeda & Daniel Miranker).

"Constitutional Islamization and Human Rights: The Surprising Origin and Spread of Islamic Supremacy in Constitutions," 54 *Virginia Journal of International Law* 615 (2014) (with Dawood Ahmed).

"[Dis-]Informing the People's Discretion: Judicial Deference Under The National Security Exemption of the Freedom of Information Act," 66 *Administrative Law Review* 725 (2014) (with Susan Nevelow Mart).

"Does De Jure Judicial Independence Really Matter? A Reevaluation of Explanations for Judicial Independence," 2 *Journal of Law and Courts* 187 (2014) (with James Melton).

"Fordelene Ved Evolusjon I En Revolusjonær Tidsalder: Norges varige grunnlov I et komparativt perspektiv," 31:3 *Nytt Norsk Tidsskrift* 225 (2014) (Norwegian).

"Fruto de la parra envenenada? Algunas observaciones comparadas sobre law Constitución chilena (Fruit of the Poisoned Vine? Some Comparative Observations on Chile's Constitution)," 133 *Estudios Políticos* 1 (2014).

"The Judiciary and Constitution Building in 2013," in *Constitution Building: A Global Review* (International IDEA, 2014) (with Yuhniwo Ngeenge).

"Ronald Goes to China," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"Stjórnarskrágerd á Tímum Gagnæis: Ísland í Samanburði Vid Önnur Lönd," in *Lýðræðistilraunir. Ísland í hrúni og endurreisn*, Jón Ólafsson ed. (University of Iceland Press, 2014) (with Zachary Elkins) (in Icelandic).

"We the Peoples: The Global Origins of Constitutional Preambles," 46 *George Washington International Law Review* 305 (2014) (with Daniel Rockmore and Nick Foti) (translated into Spanish in *Revista del Cultura Política*).

Other Publications

"Addition by Subtraction in the Maldives," *Huffington Post*, December 29, 2014.

"Ending Soccer Games: A Modest Proposal," *Huffington Post*, July 9, 2014.

The Role of the Constitution of Mongolia in Consolidating Democracy, United Nations Development Program (2015).

"Stop Revering Magna Carta," *New York Times*, June 16, 2015.

JAMES J. HECKMAN

Journal Articles & Book Sections

"Bayesian Exploratory Factor Analysis," 183 *Journal of Econometrics* 31 (2014) (with Gabriella Conti, Sylvia Frühwirth-Schnatter & Rémi Piatek).

"Causal Analysis after Haavelmo," 31 *Econometric Theory* 115 (2015) (with Rodrigo Pinto).

"Econometric Mediation Analyses: Identifying the Sources of Treatment Effects from Experimentally Estimated Production Technologies with Unmeasured and Mismeasured Inputs," 34 *Econometric Reviews* 6 (2014) (with Rodrigo Pinto).

"The Economics of Human Development and Social Mobility," 6 *Annual Review of Economics* 689 (2014) (with Stefano Mosso).

"Estimation of Dynamic Discrete Choice Models by Maximum Likelihood and the Simulated Method of Moments," 56 *International Economic Review* 331 (2015) (with P. Eisenhauer and S. Mosso).

"Gary Becker: Model Economic Scientist," 105 *American Economic Review* 74 (2015).

"Human Capital, Economic Growth, and Inequality in China," in *The Oxford Companion to the Economics of China on Human Capital* 459, Shenggen Fan, Ravi Kanbur, Shang-Jin Wei & Xiaobo Zhang, eds. (Oxford University Press, 2014) (with J. Yi).

"The Generalized Roy Model and the Cost-Benefit Analysis of Social Programs," 123 *Journal of Political Economy* 413 (2015) (with Phillip Eisenhauer & Edward J. Vytlačil).

Introduction to *The Distribution of Earnings and of Individual Output*, A.D. Roy, 125 *Economic Journal* 378 (2015) (with Michael Sattinger).

Introduction to *A Theory of the Allocation of Time*, Gary S. Becker, 125 *Economic Journal* 403 (2015).

"Treatment Effects: A Bayesian Perspective," 33 *Econometric Reviews* 36 (2014) (with Hedibert Lopes & Rémi Piatek).

RICHARD H. HELMHOLZ

Book

Fundamentals of Property Law (4th ed.) (LexisNexis Press, 2015) (with Barlow Burke & Ann Burkhart & Thomas Gallanis).

Natural Law in Court (Harvard University Press, 2015).

Journal Articles & Book Sections

"Arthur Duck (1580-1648)," *17 Ecclesiastical Law Journal* 215 (2015).

"Canon Law and Roman Law," in *Cambridge Companion to Roman Law*, David Johnston, ed. (Cambridge University Press, 2015).

"Jurisdiction and Discipline," in *Routledge History of Medieval Christianity*, R. N. Swanson, ed. (Routledge Press, 2015).

"Magna Carta and the Law of Nations," in *Magna Carta, Religion and the Rule of Law*, Robin Griffith-Jones, ed. (Cambridge University Press, 2015).

"Natural Law and Religion: Evidence from the Case Law," in *Law and Religion: The Legal Teachings of the Protestant and Catholic Reformations*, Wim Decock, Jordan Ballor, Michael Germann & L. Waelkens, eds. (Vandenhoeck & Ruprecht, 2014).

"Richard Rudhale (c 1415-1476)," *17 Ecclesiastical Law Journal* 58 (2015).

Other Publications

"Magna Carta is No Anachronism" and "Magna Carta: An Additional Thought and a Further Example," in *Magna Carta after 800 Years: From liber homo to modern freedom*, Online Library of Liberty, The Liberty Fund (May 2015).

M. TODD HENDERSON

Journal Articles & Book Sections

"Applying Coase to Corporate Boards," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"Boards-R-Us: Reconceptualizing Corporate Boards," *66 Stanford Law Review* 1051 (2014) (with Stephen M. Bainbridge).

"The Boundaries of 'Team' Production of Corporate Governance," *38 Seattle University Law Review* 365 (2015) (with Anthony Casey).

"Judicial Noncompliance with Mandatory Procedural Rules under the Private Securities Litigation Reform Act," *44 Journal of Legal Studies* S87 (2015) (with William H. J. Hubbard).

"Offensive Disclosure: How Voluntary Disclosure Can Increase Returns from Insider Trading," *103 Georgetown Law Journal* 1275 (2015) (with Alan D. Jagolinzer & Karl A. Mueller, III).

WILLIAM H. J. HUBBARD

Journal Articles & Book Sections

"Judicial Noncompliance with Mandatory Procedural Rules under the Private Securities Litigation Reform Act," 44 *Journal of Legal Studies* S87 (2015) (with M. Todd Henderson).

AZIZ HUQ

Journal Articles & Book Sections

"A Liberal Justice's Limits: Justice Ruth Bader Ginsburg and the Criminal Justice System," in *The Legacy of Justice Ginsburg*, Scott Dodson ed. (Cambridge University Press, 2015).

"The Negotiated Structural Constitution," 114 *Columbia Law Review* 1595 (2014).

"Libertarian Separation of Powers," 8 *NYU Journal of Law and Liberty* 1006 (2014).

Book Review of Sarah Wakefield & Christopher Wildeman, *Children of the Prison Boom: Mass Incarceration and the Future of American Inequality*, 49 *Law & Society Review* 282 (2015).

Book Review of Adrian Vermeule, *The Constitution of Risk*, 129 *Political Science Quarterly* 525 (2014).

Other Publications

"The Rise of the Anti-Muslim Fringe," *Boston Review*, April 17, 2015, available at bostonreview.net/books-ideas/aziz-huq-rise-anti-muslim-fringe.

"Barbarism in the Middle East," review of Shadi Hamid, *Temptations of Power: Islamists & Illiberal Democracy in a New Middle East*, and Patrick Cockburn, *The Rise of the Islamic State: ISIS and the New Sunni Revolution*, *The New Rambler*, March 26, 2015, available at newramblerreview.com/book-reviews/middle-east-studies/barbarism-in-the-middle-east.

"The Article III Problem in Bankruptcy," *Harvard Law School Bankruptcy Roundtable*, October 14, 2014 (with Anthony Casey), available at blogs.law.harvard.edu/bankruptcyroundtable/2014/10/14/the-article-iii-problem-in-bankruptcy.

DENNIS J. HUTCHINSON

Journal

The Supreme Court Review, volume 2014 (2015) (edited with David A. Strauss & Geoffrey R. Stone).

ELIZABETH KREGOR

Journal Articles & Book Sections

"Food Trucks, Incremental Innovation, and Regulatory Ruts," 82 *University of Chicago Law Review Dialogue* 1 (2015).

Other Publications

"Hey, Chicago's Next Mayor: Cut the Red Tape and Help All Entrepreneurs Thrive," *Crain's Chicago Business* (March 24, 2015) (with Elliot Richardson & Michael Lucci).

"When is a Street Vendor an 'Emerging Business'?": When Chicago Says It Is," *Crain's Chicago Business* (September 16, 2014).

ALISON LACROIX

Journal Articles & Book Sections

"The Interbellum Constitution: Federalism in the Long Founding Moment," 67 *Stanford Law Review* 397 (2015).

Response, "Redeeming Bond?" 128 *Harvard Law Review Forum* 31 (2014).

Other Publications

"A Man For All Treasons," Review of Hilary Mantel, *Wolf Hall* and *Bring up the Bodies*, *The New Rambler*, April 2, 2015.

GENEVIEVE LAKIER

Journal Articles & Book Sections

"The Invention of Low-Value Speech," 128 *Harvard Law Review* 1 (2015).

"Sport as Speech," 16 *University of Pennsylvania Journal of Constitutional Law* 1109 (2014).

WILLIAM M. LANDES

Journal Articles & Book Sections

"The Best for Last: The Timing of U.S. Supreme Court Decisions," 64 *Duke Law Journal* 101 (2015) (with Lee Epstein & Richard A. Posner).

"Revisiting the Ideology Rankings of Supreme Court Justices," 44 *Journal of Legal Studies* S295 (2015) (with Lee Epstein & Richard A. Posner).

BRIAN LEITER

Books

Nietzsche on Morality (2nd ed.) (Routledge, 2015).

Pourquoi Tolérer la Religion? Une investigation philosophique et juridique (Editions Mark Heller, 2014) (French translation of *Why Tolerate Religion?*).

Journal Articles & Book Sections

"Friedrich Nietzsche's *Twilight of the Idols*," 33 *Topoi* 549 (2014).

"Marx, Law, Ideology, Legal Positivism," 101 *Virginia Law Review* 1179 (June 2015) (symposium on "Jurisprudence and [its] History").

"Moral Skepticism and Moral Disagreement in Nietzsche," in *Oxford Studies in Metaethics*, Russ Shafer-Landau ed. (Oxford University Press, 2014).

"Nietzsche," in *The Oxford Handbook of German Philosophy in the Nineteenth Century*, Michael Forster & Kristin Gjesdal eds. (Oxford University Press, 2015).

Other Publications

"*Salaita v. University of Illinois*: The Constitutional Issues," *Huffington Post*, August 28, 2014.

"University of Illinois Repeals the First Amendment for Its Faculty," *Huffington Post*, August 24, 2014.

STEVEN LEVITT

Book

When to Rob a Bank: ...And 131 More Warped Suggestions and Well-Intended Rants (William Morrow, 2015) (with Stephen Dubner).

Journal Articles & Book Sections

"What Field Experiments Have and Have Not Taught Us About Managing Workers," 30 *Oxford Review of Economic Policy* 639 (2014) (with Susanne Neckermann).

SAUL LEVMORE

Book

American Guy: Masculinity in American Law and Literature. (Oxford University Press, 2014) (edited with Martha Nussbaum).

Journal Articles & Book Sections

"Coase Is (Still) Everywhere," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"Inequality in the Twenty-First Century," Review of Thomas Piketty, *Capital in the Twenty-First Century*, 113 *Michigan Law Review* 833 (2015).

"Introduction: The American Guy in Law and Literature," in *American Guy: Masculinity in American Law and Literature*, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2014) (with Martha Nussbaum).

"Snitching, Whistleblowing, and "Barn Burning": Loyalty in Law, Literature, and Sports," in *American Guy: Masculinity in American Law and Literature*, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2014).

JOHN LIST

Journal Articles & Book Sections

"The Behavioralist as Nutritionist: Leveraging Behavioral Economics To Improve Child Food Choice and Consumption," 39 *Journal of Health Economics* 135 (2015) (with Anya Samek).

"Carrots That Look Like Sticks: Toward an Understanding of Multitasking Incentive Schemes," 81 *Southern Economic Journal* 538 (2015) (with Omar al-Ubaydli & Steffen Andersen & Uri Gneezy).

"Do Competitive Work Places Deter Female Workers? A Large-Scale Natural Field Experiment on Gender Differences in Job-Entry Decisions," 82 *Review of Economic Studies* 122 (2015) (with Andreas Leibbrandt & Jeffrey Flory).

"Do Natural Field Experiments Afford Researchers More or Less Control than Laboratory Experiments?" 105 *American Economic Review: Papers & Proceedings* 462 (2015) (with Omar al-Ubaydli).

"Field Experiments in the Developed World: An Introduction," 30 *Oxford Review of Economic Policy* 585 (2014) (with Robert Metcalfe).

"Is the Endowment Effect an Expectations Effect?" 12 *Journal of the European Economic Association* 1396 (2014) (with Ori Heffetz).

"Principles of (Behavioral) Economics," 105 *American Economic Review: Papers & Proceedings* 385 (2015) (with David Laibson).

LYONETTE LOUIS-JACQUES

Other Publications

CALL Bulletin, bulletin.chicagolawlib.org/ (co-editor).

"FCIL Librarians Rock the Global Legal Skills Conference," *FCIL Newsletter* 7, May 2015.

"Finding Foreign Case Law By Citation: A Practical Guide," *DipLawMatic Dialogues Blog*, August 14, 2014.

"How to Find Cases in English Translation, Revisited," *Slaw*, January 23, 2015.

"International Law Researchers Gather in Chicago," *CALL Bulletin*, December 13, 2014.

"Jessica Lenahan (Gonzales), Domestic Violence, and the Inter-American System of Human Rights: Online Resources," *D'Angelo Law Library News*, October 21, 2014.

"Mexican Law and Legal Research," *AALL Conference Papers*, July 16, 2014 (with Jonathan Pratter & Bianca Anderson, Marisol Floren-Romero, Teresa Miguel, Julienne Grant, Sergio Stone & Jootaek Lee).

"New International Legal Biography," *Slaw*, July 9, 2015.

"Parlez-Vous Français? How to Practice Your French, and Other Foreign Language Immersion Tips," *Slaw*, September 20, 2014.

Slaw, slaw.ca/ ("Legal Information" columnist).

ANUP MALANI

Journal Articles & Book Sections

"Interpreting Pre-Trends as Anticipation: Impact on Estimated Treatment Effects from Tort Reform," 124 *Journal of Public Economics* 1 (2015) (with Julian Reif).

"Learning During a Crisis: The SARS Epidemic in Taiwan," 112 *Journal of Development Economics* 1 (2015) (with Daniel Bennett & Chun-fang Chiang).

"Trial Court Budgets, the Enforcer's Dilemma, and the Rule of Law," 2014 *University of Illinois Law Review* 1573 (2014) (with Scott Baker).

JONATHAN MASUR

Book

Happiness and the Law (University of Chicago Press, 2014) (with John Bronsteen & Christopher Buccafusco).

Journal Articles & Book Sections

"Deference Mistakes," 82 *University of Chicago Law Review* 643 (2015).

"The Intractable Normative Complexities of Valuing Foreign Lives," 2015 *University of Illinois Law Review Slip Opinions* 12 (2015).

"The Overlooked Benefits of the Blackstone Principle," 128 *Harvard Law Review Forum* 289 (2015) (with John Bronsteen).

"Well-Being Analysis vs. Cost-Benefit Analysis," 44 *The Environmental Law Reporter* 10702 (2014) (with John Bronsteen & Christopher Buccafusco).

RICHARD H. MCADAMS

Book

The Expressive Powers of Law: Theories and Limits (Harvard University Press, 2015).

Journal Articles & Book Sections

"Conventions and Norms: Philosophical Aspects," in *4 International Encyclopedia of the Social and Behavioral Sciences* 844, James D. Wright, ed. (Elsevier, 2d ed. 2015).

"Empathy and Masculinity in Harper Lee's *To Kill A Mockingbird*," in *American Guy: Masculinity in American Law and Literature*, Martha Nussbaum & Saul Levmore, eds. (Oxford University Press, 2014).

"The Law of Police," *82 University of Chicago Law Review* 135 (2015) (with Dhammika Dharmapala & Nuno Garoupa).

Other Publications

Book Review of Brandon L. Garrett, *Too Big to Jail: How Prosecutors Compromise with Corporations* (2014), *The New Rambler*, June 25, 2015.

Book Review of Miranda Wilson, *Poison's Dark Works in Renaissance England* (Bucknell University Press, 2014), *113:1 Modern Philology* E23 (2015).

"What Did Atticus Finch Think of the Civil Rights Movement?" *Huffington Post*, February 11, 2015.

THOMAS J. MILES

Journal Articles & Book Sections

"Do Attorney Surveys Measure Judicial Performance or Respondent Ideology? Evidence from Online Evaluations," *44 Journal of Legal Studies* S231 (2015).

"Does Immigration Enforcement Reduce Crime? Evidence from Secure Communities," *57 Journal of Law and Economics* 937 (2014) (with Adam B. Cox).

"Introduction: Rational Choice Approach to Judicial Behavior," *44 Journal of Legal Studies* S1 (2015) (with Omri Ben-Shahar).

Other Publications

"Can Changing How Prosecutors Do Their Work Improve Public Safety?" *OUP Blog*, August 19, 2014.

KEVIN MURPHY

Journal Articles & Book Sections

"Gary Becker as Teacher," *105 American Economic Review* 71 (2015).

JENNIFER NOU

Journal Articles & Book Sections

Response, "Agency Coordinators Outside of the Executive Branch", 128 *Harvard Law Review Forum* 64 (2015).

Other Publications

"The FCC just received a million net-neutrality comments. Here's what it's like to sort through them all," *Washington Post*, July 19, 2014.

"The Possible Dream," Review of John W. Patty and Elizabeth Maggie Penn, *Social Choice and Legitimacy*, *The New Rambler*, May 5, 2015.

MARTHA NUSSBAUM

Books

Political Emotions: Why Love Matters For Justice (paper ed.) (Harvard University Press, 2015).

Greek translation of *Love's Knowledge: Essays on Philosophy and Literature* (Pataki, 2015).

Russian translation of *Not For Profit: Why Democracy Needs the Humanities* (HSE Publishing House 2014). Vietnamese translation (Hoa Sen University Press, 2015).

American Guy: Masculinity in American Law and Literature (Oxford University Press, 2014) (edited with Saul Levmore).

Pluralism and Democracy in India: Debating the Hindu Right (Oxford University Press, 2015) (edited with Wendy Doniger).

Rawls's Political Liberalism (Columbia University Press, 2015) (edited with Thom Brooks).

Journal Articles & Book Sections

"De Kloof Tussen Filosofie en Politiek Lijkt Groter dan Ooit," in *Coen Brummer* 107-115, Vuile Handen, ed. (Elsevier, 2015) (an interview in Dutch translation).

"Development is More than Growth," *The Hindu Centre for Politics and Public Policy*, May 8, 2014. Available at www.thehinducentre.com/verdict/commentary/article5985379.ece.

"Flawed Foundations: The Philosophical Critique of (a particular type of) Economics," in *Law and Economics: Philosophical Issues and Fundamental Questions* 16-31, Aristides N. Hatzis & Nicholas Mercuro, eds. (Routledge, 2015) (revised version of earlier article).

"For an India of Equal Liberty: Time to Strike a Balance between Justice and Prosperity," *Open* 8-12, August 25, 2014 (special freedom issue).

"Haterz Gonna Hate?" Review of Danielle Citron, *Hate Crimes in Cyberspace*, *The Nation* 28-33 November 24, 2014.

"Introduction," in *Pluralism and Democracy in India* 1-17, Wendy Doniger & Martha C. Nussbaum, eds. (New York: Oxford, 2015) (with Wendy Doniger).

"Introduction," in *Rawls's Political Liberalism* 1-56, Martha Nussbaum & Thom Brooks, eds. (Columbia University Press, 2015).

"Jewish Men, Jewish Lawyers: Roth's 'Eli, the Fanatic' and the Question of Jewish Masculinity in American Law," in *American Guy* 165-201, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2014).

"Moral (and Musical) Hazard," Review of Bernard Williams, *On Opera and Essays and Reviews 1959-2002*, *The New Rambler Review*, March 4, 2015, available at newramblerreview.com/book-reviews/the-arts/moral-and-musical-hazard.

"Nehru, Religion, and the Humanities," in *Pluralism and Democracy in India* 51-67, Wendy Doniger & Martha C. Nussbaum, eds. (New York: Oxford, 2015).

"Philosophy and Economics in the Capabilities Approach: An Essential Dialogue," 16 *Journal of Human Development and Capabilities* 1-15 (2015).

"Political Equality," in *The Norton Introduction to Philosophy* 1037-45, Gideon Rosen, et al., eds. (Norton, 2015).

"Political Liberalism and Global Justice," 11 *Journal of Global Ethics* 1-12 (2015).

"Reply to the Papers," 13 *Phenomenology and the Cognitive Sciences* 659-70 (2014).

"Transitional Anger," 1 *Journal of the American Philosophical Association* 41-56 (2015).

"What If Your Humanitarian Donations Are Making Things Worse?" Review of Angus Deaton, *The Great Escape: Health, Wealth, and the Origins of Inequality*, *The New Republic* 42-47, October 13, 2014.

Other Publications

"Liebe kommt nicht von selbst," *NZZ am Sonntag* 61 and 63, December 21, 2014 (an interview with Nina Streeck).

"The Mensch," 60 *Dissent* 18 (2013) (a tribute to Michael Walzer).

"Rape, Revenge, Love: The Don Giovanni Puzzle," program of the Lyric Opera of Chicago for Don Giovanni 34-37, Fall 2014.

"The Smelly Body is Beautiful: Against Self-Disgust," *The New Republic* 10-11, October 13, 2014.

RANDAL C. PICKER

Journal Articles & Book Sections

"Coase Calibration," in *Ronald H. Coase* (University of Chicago Law School, 2014).

Other Publications

"Delivering Packages (on the Internet)," *The Media Institute*, March 17, 2015.

Exploring the Contours of the Freedom to Teach (Ithaca S+R, 2014) (with Lawrence Bacow & Nancy Kopans).

ERIC POSNER

Book

The Twilight of Human Rights Law (Oxford University Press, 2014).

Journal Articles & Book Sections

"Altruism Exchanges and the Kidney Shortage," 77 *Law and Contemporary Problems* 289 (2014) (with Stephen Choi & Mitu Gulati).

Book Review of Henry Shue, *Climate Justice: Vulnerability and Protection*, 91 *International Affairs* 422 (2015).

"Cost-Benefit Analysis of Financial Regulations: A Response to Criticisms," 124 *Yale Law Journal Forum* 246 (2015) (with E. Glen Weyl).

"Offsetting Benefits," 100 *Virginia Law Review* 1165 (2014) (with Ariel Porat).

"The Role of Competence in Promotions from the Lower Federal Courts," 44 *Journal of Legal Studies* S107 (2015) (with Stephen J. Choi & Mitu Gulati).

"There's No Such Thing as an Illegal Immigrant," in *Illegal Immigration*, Noel Merino, ed. (Greenhaven Press, 2015).

"Voting Squared: Quadratic Voting in Democratic Politics," 68 *Vanderbilt Law Review* 441 (2015) (with E. Glen Weyl).

"Why and How the Government Should Assess the Costs and Benefits of Financial Regulations," 13 *Review of Financial Regulation Studies* 4 (2014) (with E. Glen Weyl).

Other Publications

"Boehner's Lawsuit Against Obama Is a Loser," *Slate*, July 12, 2014.

"The Case Against Human Rights," *The Guardian*, December 5, 2014.

"Charlie Hebdo Proves Just How Broken Human Rights Law Is," *Washington Post*, January 15, 2015.

"Citizenship for Sale," *Slate*, May 14, 2015.

"The Constitutional Authority for Executive Orders on Immigration Is Clear," *New York Times Room for Debate*, December 17, 2014.

"Eric Holder's Legacy," *Slate*, September 26, 2014.

EricPosner.com (blog).

"Exchanges No One Can Use?" *Slate*, March 3, 2015.

"Faithfully Executed," *Slate*, February 2015.

"Have Human Rights Treaties Failed?" *New York Times Room for Debate*, December 29, 2014 (with Kenneth Roth).

"How Do Bank Regulators Determine Capital Adequacy Requirements?" *Harvard Law School Forum on Corporate Governance and Financial Regulation*, October 16, 2014.

"The Human-Rights Charade," *Chronicle of Higher Education*, November 18, 2014.

"Legacy Time," *Slate*, November 7, 2014.

"Let Scotland Go Free," *Slate*, September 12, 2014.

"A Moral Market," *Slate*, October 18, 2014.

"Mutual Funds' Dark Side," *Slate*, April 17, 2015 (with E. Glen Weyl).

"Obama Can Bomb Pretty Much Anything He Wants To," *Slate*, September 24, 2014.

"Obama Is Legally Allowed to Enforce—or Not Enforce—the Law," *The New Republic*, August 2014.

"Obama's Immigration Order Is a Gift to Future Republican Presidents," *Slate*, November 24, 2014.

"Obama's Immigration Plan Is Perfectly Constitutional," *Slate*, November 21, 2014.

"Originalism: A Debate," *University of Chicago Law School Record*, Spring 2015 (with William Baude).

"Prosecuting Dictators Is Futile," *Slate*, December 4, 2014.

"A Radical Solution to Global Income Inequality: Make the U.S. More Like Qatar," *The New Republic*, November 2014 (with E. Glen Weyl).

"Should Charity Be Logical?" *Slate*, March 27, 2015.

"A Terrible Shame," *Slate*, April 10, 2015.

"Thomas Piketty Is Wrong: America Will Never Look Like a Jane Austen Novel," *The New Republic*, July 2014 (with E. Glen Weyl).

"Treaty-Ish," *Slate*, August 29, 2014.

"The Twilight of Human Rights Law," *openDemocracy*, November 26, 2014.

"Universities Are Right—and Within Their Rights—to Crack Down on Speech and Behavior," *Slate*, February 2015.

"University of Chicago Law School Graduation Remarks," *University of Chicago Law School Record*, Fall 2014.

"We Don't Need to End 'Too Big to Fail'," *Slate*, July 29, 2014.

"Why Do Judges and Politicians Flip-Flop?" *Slate*, January 27, 2015.

"Why Obama Won't Prosecute Torturers," *Slate*, December 10, 2014.

"Why Uber Will—and Should—Be Regulated," *Slate*, January 6, 2015.

"The Year of the Dictator," *Slate*, December 23, 2014.

"Yes, Obama Can Stop Millions of Deportations," *Slate*, August 13, 2014.

RICHARD A. POSNER

Book

Economic Analysis of Law (9th ed.) (Aspen Publishers, 2014).

Journal Articles & Book Sections

"The Best for Last: The Timing of U.S. Supreme Court Decisions," 64 *Duke Law Journal* 101 (2015) (with Lee Epstein & William M. Landes).

"Como Eu Escrevo," 4:1 *Brazilian Journal of Public Policy* 11 (2014) (trans. Thiago Aguiar de Pádua & Ann Caroline Pereira Lima).

Foreword to Joel Cohen, *Blindfolds Off! When Judges Decide* xv (2014).

"Gary Becker," 39 *European Journal of Law and Economics* 1 (2015).

"Manhood in Hemingway," in *American Guy: Masculinity in American Law and Literature*, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2014).

"Revisiting the Ideology Rankings of Supreme Court Justices," 44 *Journal of Legal Studies* S295 (2015) (with Lee Epstein & William M. Landes).

"Ronald H. Coase - In Memoriam," in *Ronald H. Coase* (University of Chicago Law School, 2014).

"What Do Arbitrators Maximize?" *Law and Economics of International Arbitration* 123 (2014).

Other Publications

"Why Do We Punish? The Conditions of American Prisons and Their Causes,"
Review of Robert A. Ferguson, *Inferno: An Anatomy of American Punishment*, *New Republic* 58, June 9, 2014.

JOHN RAPPAPORT

Journal Articles & Book Sections

"Second-Order Regulation of Law Enforcement," 103 *California Law Review* 205 (2015).

"Unbundling Criminal Trial Rights," 82 *University of Chicago Law Review* 181 (2015).

JULIE ROIN

Journal Articles & Book Sections

"Ethics of Taxation," in 2 *Wiley Encyclopedia of Management*, Cary Cooper, ed. (2014).

"Planning Past Pensions," 46 *Loyola University Chicago Law Journal* 747 (2015).

GERALD ROSENBERG

Journal Articles & Book Sections

"The Importance of Being Political: How to Understand the U.S. Supreme Court's Approach to Affirmative Action in Education," 12 *National Law School Journal (India)* 1 (2014).

"The Surprising Resilience of State Opposition to Abortion: The Supreme Court, Federalism, and the Role of Intense Minorities in the U.S. Politics System," 44 *Saint Louis University Public Law Review* 241 (2015) (in special issue: *The New Civil War: State Nullification of Federal Law 150 Years after Appomattox*).

MICHAEL H. SCHILL

Books

Property (8th ed.) (Wolters Kluwer Law & Business, 2014) (with Jesse Dukeminier & James Krier & Gregory Alexander & Lior Strahilevitz).

Property (Concise ed.) (Wolters Kluwer Law & Business, 2014) (with Jesse Dukeminier & James Krier & Gregory Alexander & Lior Strahilevitz).

Journal Articles & Book Sections

"Introduction," in *Ronald H. Coase* (University of Chicago Law School, 2014).

ALISON SIEGLER

Journal Articles & Book Sections

"Rebellion: The Courts of Appeals' Latest Anti-Booker Backlash," 82 *University of Chicago Law Review* 201 (2015).

AMY DRU STANLEY

Other Publications

"The Forgotten Emancipation," *New York Times*, March 4, 2015.

NICHOLAS STEPHANOPOULOS

Journal Articles & Book Sections

"Partisan Gerrymandering and the Efficiency Gap," 82 *University of Chicago Law Review* 831 (2015) (with Eric M. McGhee).

"The Realities of Electoral Reform," 68 *Vanderbilt Law Review* 761 (2015) (with Eric M. McGhee and Steven Rogers).

"Teaching Election Law," 13 *Election Law Journal* 447 (2014) (book review).

Other Publications

"California Fixed Redistricting; Will the Supreme Court Break It Again?" *Los Angeles Times*, February 24, 2015.

"The False Promise of Black Political Representation," *The Atlantic*, June 2015.

"Here's How We Can End Gerrymandering Once and for All," *New Republic (Online)*, July 3, 2014.

GEOFFREY R. STONE

Journal

The Supreme Court Review, volume 2014 (2015) (edited with Dennis J. Hutchinson & David A. Strauss).

Books

Constitutional Law—Annual Supplement (2014) (with Louis M. Seidman & Cass R. Sunstein & Mark V. Tushnet & Pamela S. Karlan).

The First Amendment—Annual Supplement (2014) (with Louis M. Seidman & Cass R. Sunstein & Mark V. Tushnet & Pamela S. Karlan).

Speaking Out! Reflections on Law, Liberty and Justice, Vol. 2 (2015).

Inalienable Rights Series (Oxford University Press): Vol. 14: Eric A. Posner, *The Twilight of Human Rights Law* (2014); Vol. 15: Cass R. Sunstein, *Constitutional Personae: Heroes, Soldiers, Minimalists, and Mutes* (2015) (chief editor).

Journal Articles & Book Sections

Book Review of Rahul Sagar, *Secrets and Leaks: The Dilemma of State Secrecy*, 129 *Political Science Quarterly* 501 (2014).

"A Brief History of Academic Freedom," in *Who's Afraid of Academic Freedom?* Akeel Bigrami & Jonathan Cole, eds. (Columbia University Press, 2015).

"Free Speech on Campus," LXVIII *Bulletin of the American Academy of Arts & Sciences* 60 (Spring 2015).

"Ronald Coase and the Freedom of Speech," in *Ronald H. Coase* (University of Chicago Law School, 2014).

Other Publications

"Academic Freedom under Siege," *Huffington Post*, June 2, 2015.

"Are the President's Actions on Immigration Legal?" *Huffington Post*, November 22, 2014.

"Campus Sexual Assault," *Huffington Post*, January 1, 2015.

"Charlie Hebdo and the First Amendment," *Huffington Post*, February 18, 2015.

"A Deadly Assault on Academic Freedom," *Huffington Post*, February 29, 2015.

"Does Free Speech Cover Murder Fantasies? The Supreme Court's Definition of a Threat," *The Daily Beast*, December 2, 2014.

"Enact the USA Freedom Act," *Huffington Post*, November 15, 2014.

"Eric Holder's Legacy: Bold on Equality, Less So on Civil Liberties," *The Daily Beast*, September 26, 2014.

"Free Speech on Campus," *Huffington Post*, January 7, 2015.

"Getting to Same-Sex Marriage," *Huffington Post*, April 26, 2015.

"How to Find Common Ground on One of the Most Pressing Issues of Our Time," *Huffington Post*, May 24, 2015.

"The Imitation Game," *Huffington Post*, November 7, 2014.

"Intelligence Gathering, Secrecy and the Congress Problem," *Huffington Post*, May 9, 2015.

"It's Time to Shut the NSA's Backdoor Used to Spy on Americans," *The Daily Beast*, July 4, 2014.

"Justice Kennedy Opened the Door to Same-Sex Marriage, Will He Walk Through Next?" *The Daily Beast*, August 4, 2014.

"Obama Africanus the First," *Huffington Post*, December 7, 2014.

"Our Politically Polarized Supreme Court?" *Huffington Post*, September 25, 2014.

"Racist Rants and the University of Oklahoma: Getting It Wrong," *Huffington Post*, March 12, 2015.

"Religious Tests for Public Office and the Constitution," *Huffington Post*, July 15, 2014.

"The Rift in the ACLU Over Free Speech," *Huffington Post*, September 9, 2014.

"Same-Sex Marriage and the Dangers of Dawdling," *Huffington Post*, October 7, 2014.

"The Same-Sex Marriage Decision: What to Make of the Dissenters," *Huffington Post*, June 28, 2015.

"The Senate: A Republican 'Landslide'?" *Huffington Post*, November 7, 2014.

"A Sensible Anti-Abortion Policy," *Huffington Post*, December 19, 2014.

"The Supreme Court in 2025," *Huffington Post*, May 12, 2015.

"Supreme Court Will Rule for Marriage: Here's the Best Way," *The Daily Beast*, April 28, 2015.

"Texas License Plates and the Confederate Flag," *Huffington Post*, March 24, 2015.

"Texas License Plates, the Confederate Flag and the Supreme Court," *Huffington Post*, June 21, 2015.

"Who Controls the Senate Controls the Courts," *The Daily Beast*, November 3, 2014.

"Will the Court Kill Obamacare This Week?" *The Daily Beast*, March 4, 2015.

LIOR STRAHILEVITZ

Books

Property (8th ed.) (Wolters Kluwer Law & Business, 2014) (with Jesse Dukeminier & James Krier & Gregory Alexander & Michael H. Schill).

Property (Concise ed.) (Wolters Kluwer Law & Business, 2014) (with Jesse Dukeminier & James Krier & Gregory Alexander & Michael H. Schill).

DAVID A. STRAUSS

Journal

The Supreme Court Review, volume 2014 (2015) (edited with Dennis J. Hutchinson & Geoffrey R. Stone).

Journal Articles & Book Sections

"Constitutional Fundamentalism and the Separation of Powers: The Recess Appointments Case," 83 *University of Cincinnati Law Review* 347 (2014).

Other Publications

"Toil and Trouble in Media-Land," Review of Amy Gajda, *The First Amendment Bubble: How Privacy and Paparazzi Threaten a Free Press*, *The New Rambler*, May 19, 2015.

"What the 'Religious Freedom' Controversy Is Really About," *Washington Post*, April 11, 2015.

LAURA WEINRIB

Journal Articles & Book Sections

Book Review of Leigh Ann Wheeler, *How Sex Became A Civil Liberty*, 32 *Law and History Review* 728 (2014).

"Civil Liberties Outside the Courts," 2014 *Supreme Court Review* 297 (2015).

DAVID A. WEISBACH

Journal Articles & Book Sections

"Attributes of Ownership," 67 *Tax Law Review* 249 (2014) (with Reid Thompson).

"Distributionally Weighted Cost-Benefit Analysis: Welfare Economics Meets Organizational Design," 7 *Journal of Legal Analysis* 151 (2015).

Other Publications

"Gambling on the Climate," Review of William Nordhaus, *Climate Casino: Risk, Uncertainty, and Economics for a Warming World*, *The New Rambler*, April 30, 2015.

E. GLEN WEYL

Journal Articles & Book Sections

"Cost-Benefit Analysis of Financial Regulations: A Response to Criticisms," 124 *Yale Law Journal Forum* 246 (2015) (with Eric Posner).

"Let the Right 'One' Win: Policy Lessons from the New Economics of Platforms," 12(2) *Competition Policy International* 29 (2014) (with Alexander White).

"Voting Squared: Quadratic Voting in Democratic Politics," 68 *Vanderbilt Law Review* 441 (2015) (with Eric Posner).

"Why and How the Government Should Assess the Costs and Benefits of Financial Regulations," 13 *Review of Financial Regulation Studies* 4 (2014) (with Eric Posner).

Other Publications

"Competition Policy in Selection Markets," 10(1) *CPI Antitrust Chronicle*, "Of Special Interest" article 2 (with Neale Mahoney & André Veiga).

"Humans are Doing Democracy Wrong. Bees are Doing it Right," *The Spectator*, May 2, 2015 (with Rory Sutherland).

"Mutual Funds' Dark Side," *Slate*, April 17, 2015 (with Eric Posner).

"A Radical Solution to Global Income Inequality: Make the U.S. More Like Qatar," *The New Republic*, November 2014 (with Eric Posner).

"Thomas Piketty Is Wrong: America Will Never Look Like a Jane Austen Novel," *The New Republic*, July 2014 (with Eric Posner).

HEATHER WHITNEY

Other Publications

"McDonald's and Fast Food Forward," *OnLabor*, January 6, 2015.

"A Response to James Sherk on the Takings Clause and Exclusive Representation," *OnLabor*, September 9, 2014.

"The Takings Clause and *Sweeney v. Pence*," *OnLabor*, September 5, 2014.

MARIA WOLTJEN

Other Publications

Best Interests of the Child Standard: Bringing Common Sense to Immigration Decisions (First Focus, 2015) (with Jennifer Nagda).

DIANE P. WOOD

Journal Articles & Book Sections

"Back to the Basics of *Erie*," 18 *Lewis and Clark Law Review* 673 (2014).

"Legal Scholarship for Judges," 124 *Yale Law Journal* 2592 (2015).

"Magna Carta and Sovereign Immunity: Strained Bedfellows," in *Magna Carta and the Rule of Law*, Daniel Barstow Magraw, et al., eds. (American Bar Association, 2014) (with Danieli Evans).

Other Publications

"Enhanced International Cooperation in Competition Cases: The Role of the Courts," for the Hearing on Enhanced Enforcement Co-operation, Organisation for Economic Co-operation and Development (2014).

"The Great Persuader: 7th Circuit Chief Judge Diane Wood," *Law360* (2014) (interview with Gavin Broady).



SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2014-15

For updates on recent activities and achievements of the clinical programs, see www.law.uchicago.edu/clinics and www.law.uchicago.edu/clinics/advocateblog.

ABRAMS ENVIRONMENTAL LAW CLINIC

In November 2014, the Abrams Environmental Law Clinic—led by students **Andrew M. Adair**, **Joseph Harper**, and **Sara Hershman**—filed an amicus brief in support of Minnesota’s Next Generation Energy Act in the United States Court of Appeals for the Eighth Circuit. With the Next Generation Energy Act, Minnesota restricted local utilities’ reliance on coal-fired electric power—a restriction that was challenged on constitutional grounds by the State of North Dakota and a coalition of coal interests. In its brief, which was filed on behalf of two attorneys long affiliated with state public-utility commissions, the Abrams clinic demonstrated that Minnesota’s law is a constitutional exercise of traditional state authority.

In February 2015, Abrams Environmental Law Clinic student **Mark Rohan** argued before the Appellate Court of Illinois in an important case challenging the state’s authorization of a sand mine next to Starved Rock State Park. Mr. Rohan was supported by the efforts of clinic students **Andrew M. Adair**, **Joshua Kornfield**, and **Becca Smith**.

In April 2015, the Abrams Environmental Law Clinic—led by students **Andrew M. Adair**, **Caitlin Foley**, **Sara Hershman**, and **April Medley**—asked the U.S. Securities and Exchange Commission to investigate the adequacy of Royal Dutch Shell’s financial disclosures regarding the company’s troubled exploration program in the Arctic Ocean. Since 2005, Shell has invested billions of dollars into a risky and fruitless effort to find oil reserves in the U.S. Arctic. Working with the international conservation organization Oceana, the Abrams clinic prepared a 56-page petition requesting that the SEC assess whether Shell has adequately disclosed the risks of its Arctic investments to investors.

EXONERATION PROJECT CLINIC

In 2014-2015, the Exoneration Project was again fortunate to obtain a number of important achievements. One of the EP’s oldest cases, our representation of Tyrone Hood, proved to be one of the EP’s most high-profile, and unique, stories of exoneration ever. On the heels of a popular *New Yorker* article about Mr. Hood’s innocence, and with former EP student and now big-law lawyer, Karl Leonard, ’09, EP attorneys worked through social media and political pressure to convince former-Governor George Ryan to grant Mr. Hood executive relief—by commuting his sentence—just days before he left office. After that, the State dismissed the

charges against Mr. Hood and he was finally formally free of his wrongful conviction. Mr. Hood, who spent over 22 years wrongfully convicted, is now in the process of putting his life together and impressively making important strides in the process of reentry.

Mr. Hood's exoneration, along with those of several others in the past 5 years—for example, James Kluppleberg, Eric Caine, Harold Richardson, and Carl Chatman—has led the EP to hire a social worker, Jessi LaChance, to work with our clients and students as we assist our released clients work through the difficult maze that is reentry.

Most recently, in a case that students have worked on its inception, the EP won the appeal of John Kines regarding when, under the Illinois Forensic Testing Statute, new testing is available due to advancements in scientific technology. Significantly, in addition to allowing Mr. Kines to pursue DNA testing that has the potential to prove his innocence, the *Kines* decision was published (which is atypical in post-conviction cases), meaning that the good law made in this case can benefit others in Illinois seeking DNA testing based upon technologies that were previously unavailable.

Building on successes of our 3L's last year, who obtained rights to third-stage evidentiary hearings (mini trials, really) for a number of clients, the EP set off on a number of hearings in the last year. For example, on behalf of George Anderson, one of the very few cases to go to a hearing under the Illinois Torture Relief and Inquiry Commission Act, students have had the unique opportunity to participate in post-conviction expert depositions, which they've successfully used in subsequent pleadings to argue that important medical evidence relative to our client's claim of torture should be admitted at the hearing. Students have done extensive investigation and preparation for witnesses in the course of this hearing (which is ongoing). Likewise, for John Galvan, students have met and prepped witnesses, drafted pleadings, and worked closely with our clients as his evidentiary hearing continues. A third hearing, for Keith Mitchell, set to begin near the outset of fall quarter, is being staffed by 3Ls returning to the Project after countless hours of hard work that came before them.

Our 2L students have been hard at work drafting entirely new petitions, motions, and appeals. This year, students drafted a successive post-conviction petition for Patrick Prince (which itself has rigorous "cause" and "prejudice" standards), leading the Court to issue a ruling allowing Mr. Prince's case to proceed. Another student-led effort in a case out of Peoria, Illinois, was the filing of a petition for forensic DNA testing on behalf of Johnnie Flemming. This DNA testing has the potential to conclusively prove the innocence of our client, Mr. Flemming, whose conviction is so old it pre-dates DNA testing and has the quintessential hallmarks of a wrongful conviction: a single witness identification months after the offense. Clinic students also worked on other appellate briefs for clients Sean Tyler and

Shawn Whirl, and that briefing prompted the appellate court to request oral argument (a rarity in post-conviction cases) in both cases.

FEDERAL CRIMINAL JUSTICE CLINIC

Impact Litigation

The FCJC is spearheading litigation at the district court and appellate level regarding selective law enforcement practices and racial profiling in fake stash house robbery cases. A fake stash house robbery is a made-up crime where a government informant pretends to an acquaintance—the target—that the informant knows of a drug warehouse they can rob that contains hundreds of thousands of dollars' worth of drugs. The target is encouraged to bring guns and recruit additional manpower. In fact, however, the stash house and the drugs are purely fictional. When the target puts the plan into action, the United States Attorney's Office charges the target and his friends with federal crimes, many of which carry stiff mandatory minimum penalties. Of the nearly 100 people charged with these crimes in the Chicago area in the last decade, the overwhelming majority have been African American or Latino. This disparity raises serious concerns about whether the government selects its targets on the basis of race, in violation of the Constitution's equal protection principles.

Since 2014, the FCJC has been conducting pro bono litigation on behalf of clients and defendants in the nine fake stash house robbery cases pending in federal district court in Chicago. During the course of the FCJC's litigation, the U.S. Attorney's Office in Chicago dismissed the lead drug charge against 27 defendants facing stash house cases. Those dismissals lowered the mandatory prison sentences for most clients in these stash house cases. As a result, clients who were looking at mandatory minimum sentences of 15 to 25 years in prison with the drug charges are now facing 5-year mandatory sentences. The *Chicago Tribune* ran a front page story about this development, "Chicago Prosecutors Quietly Drop Charges Tied to Drug Stash House Stings" (1/29/15).² The *New York Times* also ran a story, "Prosecutor Drops Toughest Charges in Chicago Stings That Used Fake Drugs" (1/30/15);³ the AP ran a story as well.⁴

² www.chicagotribune.com/news/local/breaking/ct-stash-houses-charges-dropped-met-20150129-story.html#page=1

³ www.nytimes.com/2015/01/31/us/toughest-charges-dropped-in-chicago-drug-stings.html

⁴ abcnews.go.com/US/wireStory/federal-prosecutors-drop-dozen-stash-house-sting-charges-28599592

As part of the stash house litigation, FCJC students—along with Professor Alison Siegler, Clinical Instructor Judith Miller, and the Federal Defender Program for the Northern District of Illinois—litigated a case in the Seventh Circuit Court of Appeals, *United States v. Davis*. *Davis* arose out of a government appeal of a district court ruling granting a defense request for discovery in support of a selective enforcement/selective prosecution claim. The FCJC and Federal Defender Program initially prevailed before a three-judge panel on a finding that the court did not have jurisdiction over the government’s appeal, see *United States v. Davis*, 766 F.3d 722 (7th Cir. 2014), but the Seventh Circuit later granted the government’s request for en banc rehearing. In the en banc decision, the Court of Appeals recognized—for the first time since the Supreme Court’s *Armstrong* decision—that some discovery regarding selective enforcement may be warranted in a sting case. See *United States v. Davis*, 2015 U.S. App. LEXIS 12054 (7th Cir. July 13, 2015). Professor Siegler’s en banc oral argument in *Davis* is available digitally.⁵

Individual Representation

A team of FCJC students supervised by Acting Associate Director Erica Zunkel and Professor Alison Siegler litigated a complex habeas corpus case that centered on ineffective assistance at the plea bargaining stage. Chief District Court Judge Rubén Castillo appointed the FCJC to the case after taking the rare step of ordering an evidentiary hearing. In the course of the litigation, students had the opportunity to research and draft hundreds of pages of cutting-edge briefs on how the Supreme Court’s recent *Lafler* and *Frye* decisions apply to attorney performance. Students also prepared witness examinations, drafted extensive pre-hearing motions, and engaged in case investigation.

Senator Durbin’s Visit

FCJC students had the incredible opportunity to meet with Senator Durbin when he visited the Law School in Spring 2015. Two FCJC students—**LT Edwards**, ’15, and **Elpitha Betondo**, ’15—gave impassioned presentations about clinic clients who have been affected by high mandatory minimum penalties in drug cases. LT spoke about a past client, a nonviolent drug offender who gained back more than seven years of his life after the FCJC fought successfully to reduce his sentence from a potential 135 months to only 46 months. Elpitha spoke about a current client for whom the clinic is preparing a clemency petition. He is a nonviolent drug offender serving a mandatory minimum sentence of life in federal prison. During the 14 years he has already spent in prison, he has performed more than 500 hours of community service, completed a 4,000-hour apprenticeship program to become a

⁵ media.ca7.uscourts.gov/sound/2015/rt.14-1124.14-1124_06_03_2015.mp3 (starting around 56:00).

Quality Control Inspector, and earned more than 60 certificates of achievement in areas ranging from legal research to math to Spanish.

After the students' presentations, Senator Durbin talked to the FCJC about his own legislative reform efforts and took questions from students. The Senator is a cosponsor of the Smarter Sentencing Act (SSA), which would dramatically lower mandatory minimums in federal drug cases. He was also a lynchpin in the passage of the Fair Sentencing Act in 2010. Senator Durbin praised FCJC students for their work on behalf of indigent clients: "Society gives attorneys the authority to do things that other people cannot do. And I believe it asks us, in return, to give something back to society—and that's what you're doing. I think what you're doing is particularly meaningful because it serves folks who, by and large, are casualties of our economy, our political system, our law enforcement system. When you stand up and achieve justice in these cases, I know there is a great feeling of satisfaction." The Law School published a story about his visit.⁶

HOUSING INITIATIVE CLINIC

Students in the Housing Initiative Clinic represent nonprofit developers and tenant groups in their affordable housing development transactions. Some highlights from 2014-15 include:

- closing on the completion and transfer of the rehabilitation of distressed housing under the City of Chicago's Troubled Buildings Initiative;
- counseling a client on program design for a single family housing development in a distressed neighborhood on Chicago's south side;
- negotiating the site plan and development phasing for two major public housing redevelopment projects on the north side and west side of Chicago;
- negotiating partnership agreements and limited liability company operating agreements for affordable housing joint ventures between nonprofit and for-profit developers;
- closing on the addition of an open space parcel for parkland adjacent to an affordable housing development the clinic had assisted under the federal Neighborhood Stabilization Program;
- counseling a limited equity cooperative on its acquisition and conversion of a multifamily, tax credit-financed rental development in the Edgewater neighborhood;

⁶ www.law.uchicago.edu/news/us-senator-dick-durbin-visits-law-school-engages-students-lively-and-thoughtful-discussions

- drafting organizational documents and negotiating a construction contract for a limited equity, Section 8 housing cooperative in Wicker Park;
- closing on refinancings for a limited equity housing cooperative in Logan Square;
- negotiating a guaranteed maximum price construction contract with a design builder for construction of a community center in the Englewood neighborhood; and
- developing a model tenant lease for the City of Chicago in conjunction with the Lawyer's Committee for Better Housing.

INTERNATIONAL HUMAN RIGHTS CLINIC

Students in the International Human Rights Clinic were engaged in a variety of work during the 2014-2015 year. Students in the Gender Justice Project participated in a hearing at the Inter-American Commission on Human Rights in Washington, D.C., on the implementation of the landmark decision in *Jessica Lenahan (Gonzales) v. United States*, the first international human rights case brought by a domestic violence victim against the US government. In preparation for the hearing, students worked closely with the UN Special Rapporteur on Violence Against Women, Rashida Manjoo, and a coalition of civil society organizations, including the RFK Center for Human Rights and the ACLU. Students in this project also wrote a paper arguing for an expansive definition of the term “women” in the Convention on the Elimination of Discrimination against Women (CEDAW) to include transgender persons. The paper is now the basis of advocacy at the CEDAW Committee and UN Women pressing for an official interpretation of CEDAW to include protections for transgender persons.

Students in the Migration and Human Rights Project also participated in a hearing before the Inter-American Commission on Human Rights related to the surge of children from Guatemala, El Salvador, and Honduras who, fleeing widespread violence and extreme poverty, have crossed the U.S.-Mexico border seeking refuge in the United States. Students prepared a brief for the hearing that synthesized a recent Advisory Opinion from the Inter-American Court of Human Rights on the issue and met with Congressional staffers in D.C. to conduct advocacy toward development of a rights-based approach to the situation at the border. Students in this project also drafted portions of a report titled “Aftershocks: The Human Impact of the U.S. Deportations to Post-Earthquake Haiti,” in collaboration with the University of Miami School of Law Immigration Clinic and Human Rights Clinic. The report examines the human rights impacts of the deportation of Haitians from the United States following the 2010 earthquake that

devastated the country. The report is part of a larger advocacy campaign calling for a halt of such deportations.

Students in the Health and Human Rights Project organized and conducted an international conference in New Delhi, India titled “Developing a Rights-Based Approach to Tuberculosis.” The conference was cohosted by the University of Chicago Center in Delhi and the All India Institute of Medical Sciences and included the participation of experts in medicine and the law from around the world. Prior to this, students had participated in an Activist Training Session in New Delhi cohosted by the Department of Global Health and Social Medicine at Harvard Medical School, during which they presented on the human rights aspects of the tuberculosis epidemic to activists from around India. Students in this project also developed and began preparations for a judicial workshop titled “TB, Human Rights and the Law” to be conducted in New Delhi in December 2015. The workshop will include the participation of judges from around the world and will aim to sensitize them to the human rights of people suffering from TB.

Students in the Hate Crimes Project worked closely with the Subcommittee on Hate Crimes and Discrimination Against Religious Institutions of the Illinois State Advisory Committee to the U.S. Commission on Civil Rights. They participated in a public hearing in Chicago on hate crime and discrimination against religious institutions in Illinois that included testimony from FBI officials, Chicago Police officers, and several experts. Following the hearing, students researched and drafted a report that examines the current legal landscape regarding hate crime and discrimination against religious institutions at the federal, state, and local levels in Illinois. The report also identifies deficiencies and discrepancies in hate crime data reported by the FBI and IL State Police. The report was submitted to the U.S. Civil Rights Commission through the Illinois State Advisory Committee in 2015. In accordance with two key recommendations made in the report, students then drafted a comprehensive model for analysis of hate crime data to be shared with the state police around the country, as well as a model procurement policy to ensure individuals hired to conduct hate crime training for law enforcement officers are qualified and unbiased.

THE KIRKLAND & ELLIS CORPORATE LAB TRANSACTIONAL CLINIC

We are pleased to report that the Kirkland & Ellis Foundation, its partners, and Law School alumni made a gift of approximately \$5.5 million in March to endow a fund to support the Kirkland & Ellis Corporate Lab Transactional Clinic (the “Lab”), strengthening the Firm’s enduring ties with the Law School and underscoring a shared commitment to helping students build practical skills in transactional law.

The Lab successfully completed in excess of 120 projects during the 2014–2015 academic year in collaboration with companies including Accenture, Allstate, Baxter, CDW, Chicago Symphony Orchestra, Honeywell, IBM, Integrys Energy Group, the Italian Trade Commission, Microsoft, Motorola Mobility, Nike, Northern Trust, Schneider National, Schreiber Foods, Sony Electronics, Stericycle, Verizon, and various start-up companies in connection with:

- the Booth School of Business
 - New Venture Challenge (including the winner, Maestro);
 - Social New Venture Challenge (including the winner, BallotReady); and
- the Chicago Innovation Exchange (the newly established incubator for the University and the South Side of Chicago).

Last September, the Lab and the ABA Global Anti-Corruption Committee hosted a conference, entitled “Supply Chain Integrity and Corporate Responsibility: A New Legal Enforcement Landscape.” Representatives from the U.S. Attorney’s Office, federal judiciary, non-profit sector, academia (including a panel composed of Law School professors Richard Epstein, Todd Henderson, and Anthony Casey), and Fortune 500 companies attended the conference. It was the first conference to rigorously explore the myriad legal issues related to corporate social responsibility. At the conference, Lab students **David Birnbaum**, **Justin Mercurio**, and **Daniel Sito** presented on India’s new corporate social responsibility law and its implications for companies doing business in India. This conference follows the path set by the Lab’s recent and highly successful conference, “FCPA Corporate Compliance Programs and Third-Party Vetting: Toward a Determination of Compliant Practices.”

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 following is a representative sampling of the many projects undertaken by the Lab over the past academic year:

- Drafted memorandum on website accessibility for global technology company;
- Prepared form contracts, including sales and license agreements, for multinational consumer goods corporation;
- Developed pre-litigation risk assessment for significant technology company;
- Assessed risks across various real estate agreements, and proposed ways to mitigate such risks, for a large retail company;

- Structured long-term audit-sharing agreement for a multi-billion dollar company as part of its recently completed spin-off transaction;
- Examined laws limiting state campaign contributions by corporations and their officers regarding bids on government contracts for a global technology company;
- Drafted a guidebook that explores potential visa options for a large not-for-profit company that is interested in partnering with foreign musicians on a temporary basis;
- Advised leading insurance company regarding the insurance-related provisions of the Dodd-Frank Act and the regulatory agencies which it established;
- Simplified standard non-disclosure agreement for a large retail company;
- Drafted a master services agreement for a newly acquired business unit of a global waste management company;
- Reviewed trends and analyzed potential legal risks with respect to omnichannel marketing for a global technology company; and
- Assisted a rapidly growing startup company in developing its FCPA compliance program.

Beyond these projects, the Lab has continued to host its very successful Speaker Series. The Speaker Series has continued to provide Lab students with 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: Kamran Bajwa (Partner at Kirkland & Ellis); Jon Ballis (Partner at Kirkland & Ellis); Ryan Dahl (Partner at Kirkland & Ellis); Chris Ekren (Senior Vice President and Deputy General Counsel at Sony); Scott Falk (Partner at Kirkland & Ellis); John Flavin (director of Chicago Innovation Exchange); Marc Kieselstein (Partner at Kirkland & Ellis); Brian C. Van Klompenberg (Partner at Kirkland & Ellis); Linda and Dennis Myers (Partners at Kirkland & Ellis); Seth McNary (CEO at Verbatim); Michael Mullican (Vice President, Assistant General Counsel at Meijer); Joel Neuman (VP and Senior Managing Counsel, Coca Cola Foodservice and On-Premise); William Ridgway (Assistant U.S. Attorney); Stephen Ritchie (Partner at Kirkland & Ellis); Neal Stern (VP and Assistant General Counsel at NBA); and Liisa Thomas (Partner at Winston & Strawn).

Finally, the Lab hosted the fourth annual Transactional Challenge for rising second-year law students to provide exposure to transactional practice during the students' first law school summer. Approximately half of the rising-second year class registered for the Challenge, which allows students to compete in a series of real-world corporate transactional 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.



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 Thomas A. Cole – Sidley Austin Distinguished Visiting Professorship in Business Law was established in 2014 by Thomas Cole (J.D. 1975) and the firm of Sidley Austin LLP to support a distinguished scholar of business to participate in the Law School's business law efforts, including the Doctoroff Business Leadership Program.

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 Arthur and Esther Kane Research and Teaching Chair Fund was established in 2014 by Arthur (A.B. 1937, J.D. 1939) and Esther Kane to provide support for two faculty members.

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 Howard G. Krane Distinguished Visiting Professorship in Business Law was established in 2015 by Hilary Krane (J.D. 1989) and George Bulkeley (Ph.D. 1992), and Marie and Robert Bergman (LAB 1967), in honor of Howard G. Krane (J.D. 1957). The fund will provide support for a visiting professor in the Law School who has attained distinction in the field of business law.

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 in 2008 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 Donald N. Pritzker Professorship in Law was established in 2015 by Penny Pritzker, Tony Pritzker (M.B.A. 1987), and J.B. Pritzker, in honor of their late father, Donald Pritzker, a distinguished 1959 alumnus of the Law School. The Professorship will recognize faculty eminence in the area of business law, with a particular focus on entrepreneurialism, intellectual property, and technology.

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.

The Barry and Jan Zubrow Distinguished Visiting Professorship in Business Law was established in 2014 by Barry (M.B.A. 1979; J.D. 1980) and Jan Zubrow to provide support for a visiting professor in the Law School who will help foster business education at the school.

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 three students each 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 Scholarship Fund was established in 2002 by Nancy Lieberman (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 Fox Family Scholarship Fund was established by Laura Fox (J.D. 1987) and Bennet Van de Bunt to support students at the Law School.

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

The Anna Weiss Graff Honor Scholarship 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 James C. Hormel Public Interest Law Scholarship Program Fund was established in 2014 by the Honorable James C. Hormel (J.D. 1957) to provide scholarship support to law students who exhibit a strong commitment to the public interest and public service.

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 Jack and Genevieve Krakauer Scholarship Fund was established in 2015 by a bequest under the will of Jack S. Krakauer (A.B. 1943, J.D. 1948) to provide scholarship support for students in the Law School.

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 Ellen Liebman Scholarship Fund was established in 2014 by Steven Koch (J.D. 1982) in memory of Ellen Liebman to provide scholarship support to meritorious 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 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 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 Hugh M. Matchett Scholarship Fund was established in 2014 through the Trust Estate of Hugh M. Matchett (J.D. 1937) to provide scholarships for students attending the Law School.

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. Preference will be given 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 Roger Orf and Lisa T. Heffernan Law Scholarship Fund was established by Roger Orf (M.B.A. 1977, J.D. 1979) and Lisa T. Heffernan (M.B.A. 1980) in 2014 to support students in the Law School.

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 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 six Classes of 2014 through 2019.

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 Kenneth Talle Scholarship Fund was established in 2014 to provide scholarship support at the Law School to a worthy and deserving law student. Preference is given to students who have received an undergraduate degree from the University of Minnesota.

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 Bill 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 and Marguerite Walk Scholarship Fund was established in honor of the Law School's centennial to commemorate Maurice Walk, a member of the Class of 1921, who was born in the same year that the Law School was founded. The fund provides scholarships for students at the Law School.

The Fred B. Weil and Joan Kochman Weil Scholarship Fund was established in 2014 to provide scholarship support for law students.

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.

The Zubrow Scholars Program Fund was established in 2014 by Barry (M.B.A. 1979; J.D. 1980) and Jan Zubrow to recruit and support students who show exceptional promise in Business and Law. Such students shall be known as Zubrow Scholars in Business and Law.

PUBLIC SERVICE FUNDS

The Abrams Environmental Law Fund was established in 2011 by James (J.D. 1987) and Wendy Abrams. The Fund provides ongoing support for the Abrams Environmental Law Clinic at the Law School.

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 Bluhm-Helfand Clinical Fellowship Fund was established in 2014 by Leslie Bluhm (J.D. 1989) and David Helfand (M.B.A. 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

The **Herbert Caplan Fund for Clinical Support** was created in 2014 by Herbert L. Caplan (A.B. 1952, J.D. 1957) to provide travel grants to law students working at the International Human Rights Clinic.

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 Mark and Barbara Fried Fund for Public Interest was established in 2014 by Barbara Fried (A.B. 1954, J.D. 1957), in her name and in memory of Mark (J.D. 1956), to provide post-graduate fellowship support to Law School students engaged in public interest legal work.

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 Lillian Kraemer Post-Graduate Public Interest Fund was established in 2014 by Lillian Kraemer (J.D. 1964) to provide post-graduate public interest fellowship support at the Law School.

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 Mikva Fellowship Program Fund was established in 2014 by the Kanter Family Foundation in honor of Abner Mikva (J.D. 1951) to establish and support a one-year postgraduate public interest law fellowship.

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 Edgar Wayburn Fellowship Fund was established with support from Daniel Greenberg (J.D. 1965) and Susan Steinhauser. The Fund supports an annual summer fellowship at Earthjustice for a current student 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 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 Binniger Memorial Loan Fund was established in 1986 through a bequest from Mr. Binniger 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 David and Celia Hilliard Research Fellowship was established in 2013 by David (J.D. 1962) and Celia Hilliard to provide support for a faculty member at the Law School.

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 Mark Claster Mamolen Teaching and Research Scholars Fund was established in 2015 through a bequest from Mark C. Mamolen (J.D. 1977). The fund assists in providing teaching and research support for the faculty.

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 Weil Faculty Research Fund was established in 2014 by Richard (J.D. 1989) and Britney Weil to provide support for faculty research at the Law School.

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 Doctoroff Business Leadership Program Fund was established in 2013 by Daniel (J.D. 1984) and Alisa Doctoroff (M.B.A. 1983) to provide ongoing support for the Business Leadership Program at 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 Kapnick Leadership Development Initiative for Law Students was established in 2013 by Scott (J.D./M.B.A. 1985) and Kathleen (J.D. 1984) Kapnick to support law students as part of the Harry L. Davis Leadership Laboratory at Chicago Booth.

The KF Fund for Business Leadership was established in 2013 by David C. Karp (J.D. 1993) to support the Law School's business law efforts, including the new Business Leadership Program. This may include uses such as student financial aid and faculty support.

The Kirkland & Ellis Fund was established in 2015 by the firm of Kirkland & Ellis LLP and its partners to name and provide ongoing support for the Kirkland & Ellis Corporate Lab at the Law School.

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 David and Susan Kreisman Fund was established by David (A.B. 1960, J.D. 1963) and Susan Kreisman in 2013 to provide support for speakers, symposia, conferences and research expenses related to housing law and policy at the Law School. The program is named the *David and Susan Kreisman Program for Housing Law & Policy*.

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 Law School Centennial Cornerstone Fund was created in celebration of the founding of the School.

The Edward H. Levi Distinguished Jurists Program Fund was established in 2013 by Jerome Katzin (J.D. 1941) to provide support for interaction between students, faculty, and judges, including but not limited to the appointment of Edward H. Levi Distinguished Visiting Jurists.

The Daniel Levin and Fay Hartog-Levin Fund was established in 2014 by Daniel Levin (J.D. 1952) and Fay Hartog-Levin to provide unrestricted support for the Law School. In recognition of this gift, the reflecting pool in the Laird Bell Quadrangle at the Law School was renamed the *Levin Reflecting Pool*.

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 Mark A. Orloff Endowed Fund was established in memory of Mark A. Orloff (J.D. 1982) in 2014 by a gift from Ann E. Ziegler (J.D. 1983). Expendable income from the fund is used to support the activities of the Doctoroff Business Leadership Program.

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 Schiff Hardin LLP Keystone Fund for Leadership and Professionalism was established in 2014 to support programs and initiatives related to professionalism and leadership 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 Adam Silver Dean's Discretionary Fund was established in 2013 by Adam Silver (J.D. 1988) to benefit the Law School at the discretion of its Dean.

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.

The Wolf Family Student Philanthropy Fund was established in 2014 on behalf of the Walter S. Mander Foundation by Charles B. Wolf (J.D. 1975) and Peter B. Wolf (J.D. 2010). The fund supports the Wolf Family Student Philanthropy Program at the Law School, which educates law students about the importance of philanthropy and encourages giving by providing matching gift challenges for the annual Graduating Students Gift campaign.

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 Fund was established by members of the Class of 1949 to provide scholarship support at the Law School, or to further the central mission of the Law School at the discretion of its Dean.

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 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 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 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 Ilse and Robert Friend Memorial Fund was established in 2013 through the gift of Ilse and Robert (J.D. 1937) Friend to provide support for the Law 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 Rheinstein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The fund supports the Comparative Law Collection of the D'Angelo Law Library.

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

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson's family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and a 1934 graduate of the Law School.

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

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the fund are used for the acquisition of materials for the D'Angelo Law Library.

The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (A.B. 1935, J.D. 1937) by his brothers Richard and Robert, and by his friend Lillian Cohen. The fund is used at the discretion of the dean of the Law School and the law librarian to purchase materials for, and to preserve the collection of, the D'Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan (A.B. 1948, J.D. 1951) by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

The Sheldon and Elizabeth Tefft Law Library Fund 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.

The Judith M. Wright Fellowship Fund was established in 2013 in honor of Judith M. Wright's many years of service to the University of Chicago Law School. The fund will support an intern program at the D'Angelo Law Library.

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). In 2014, the award purpose changed to fund an annual prize for the best 1L or 2L original student paper, suitable for publication, discussing an issue of contemporary interest and concern and advancing creative legal solutions. The prize is known as the Herbert L. Caplan Prize for Creative Legal Thinking.

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 Kirkland & Ellis Corporate Lab Award of Excellence recognizes Corporate Lab students who, in the opinion of Lab faculty, have demonstrated consistent leadership and excellence in corporate and transactional practice

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 Mark Mamolen Prize for Achievement in Business is awarded in memory of Mark Mamolen (J.D. 1977). The prize is awarded annually to student(s) who excel in the area of business law as determined by performance in the Business Organizations course.

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 2015-16

AUTUMN QUARTER

- September 14-26: Intensive Trial Practice Workshop
- September 14-25: JD Orientation/Initial Kapnick Initiative Events for Class of 2015
- September 17-18: Kapnick Initiative Leadership Orientation Retreat
- September 17-24 (Tentative): LLM Orientation
- September 28: Autumn Quarter Classes Begin
- October 26-27: Autumn Break (Law School Open)
- November 25-27: Thanksgiving Break (Law School Closed)
- December 4: Last Day of Autumn Quarter Classes
- December 7-8: Reading Period
- December 9-15: Autumn Quarter Exams
- December 16-January 1: Winter Break

WINTER QUARTER

- January 4: Winter Quarter Classes Begin
- January 18: Martin Luther King, Jr. Day (Law School Closed)
- March 4: Last Day of Winter Quarter Classes
- March 7: Reading Period
- March 8-12: Winter Quarter Exams
- March 14: Spring Break Begins

SPRING QUARTER

- March 28: Spring Quarter Classes Begin
- May 20: Last Day of Spring Quarter Classes for Non-1L Students
- May 23: Reading Period for Non-1Ls
- May 24-28: Exam Period for Non-1Ls
- May 26: Last Day of 1L Spring Quarter Classes
- May 27: 1L Elective Exam
- May 30: Memorial Day (Law School Closed)
- May 31: Reading Period for 1Ls
- June 1-6: 1L Exams - Required Classes
- June 11: Convocation and Diploma & Hooding Ceremony

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