

Fall 2002

Law School Announcements 2002-2003

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THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2002

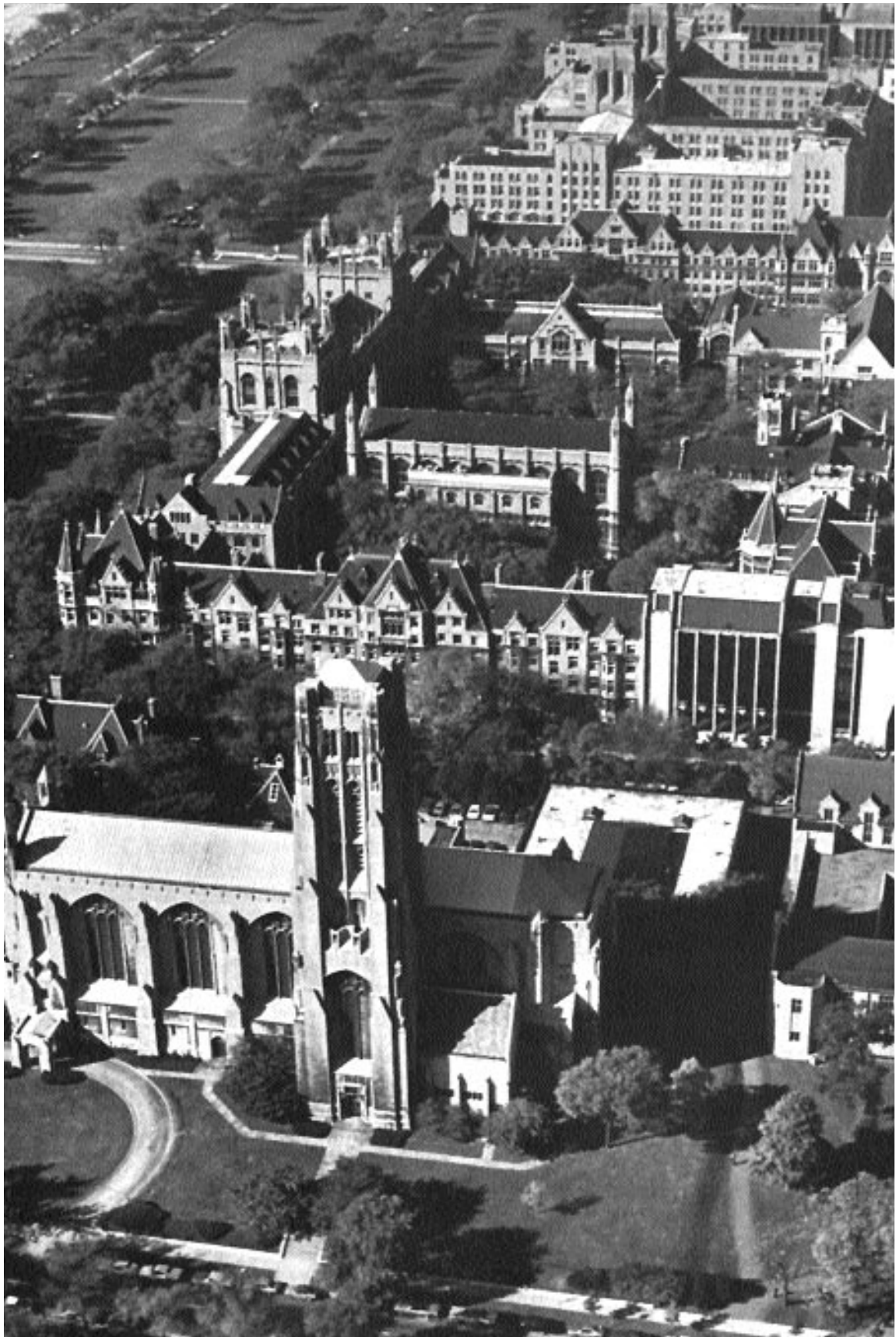


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On the cover: President Theodore Roosevelt at the laying of the cornerstone for the Law School, 1902.



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THE LAW SCHOOL

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

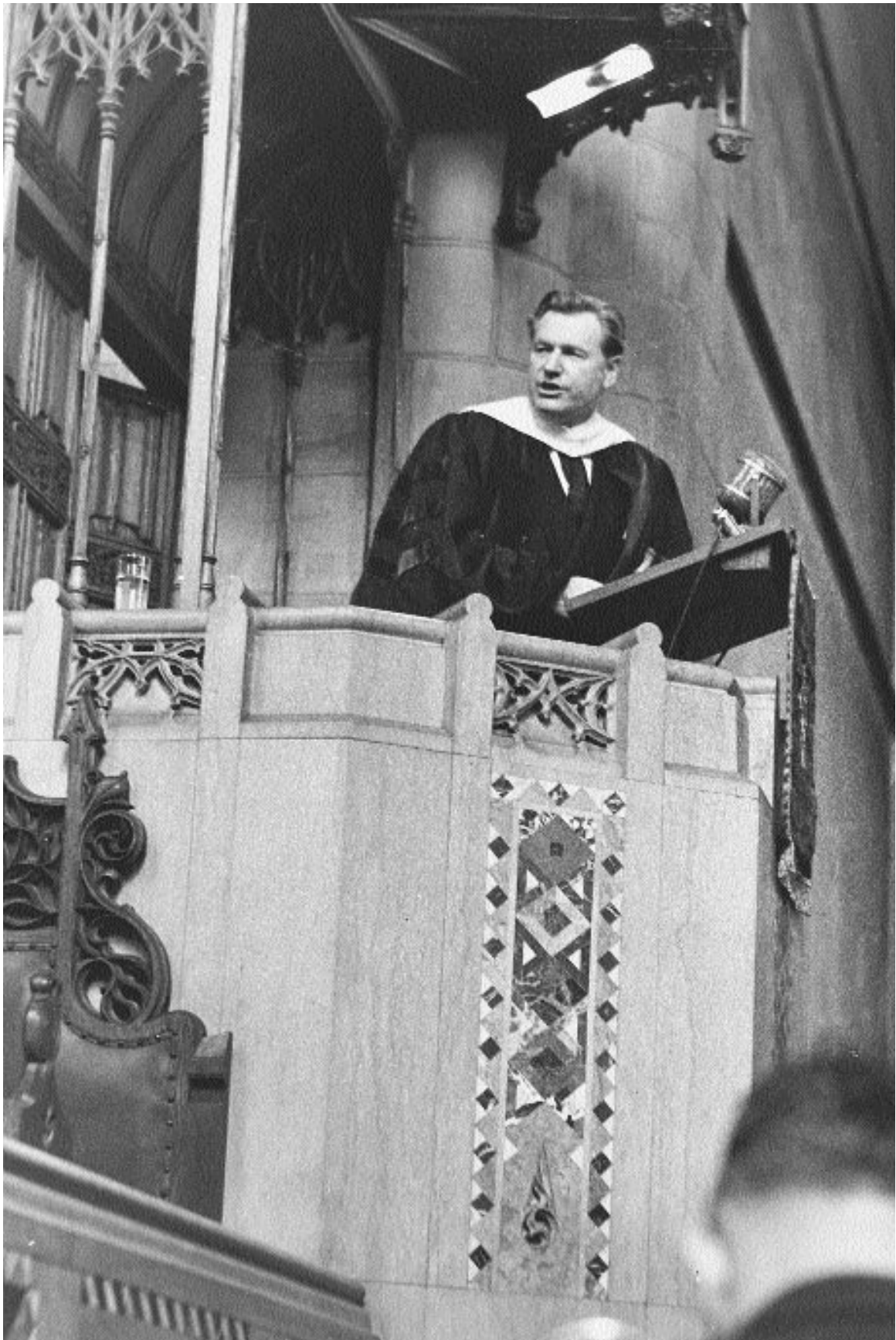
HISTORY OF THE LAW SCHOOL

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

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

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

Right: Nelson Rockefeller addresses the 1950 convocation.





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 185 students. All students begin the program during the Autumn Quarter in September. The calendar for the academic year is located on the last page of these Announcements.

THE JOINT DEGREE PROGRAMS

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

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

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

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

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

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

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

THE GRADUATE PROGRAM

The Law School offers four graduate degrees: Master of Laws (LL.M.), Master of Comparative Law (M.Comp.L.), Doctor of Jurisprudence (J.S.D.), and Doctor of Comparative Law (D.Comp.L.). All four programs are limited to students who have already obtained a first law degree from an A.B.A. approved law school in the United States or a similarly accredited foreign institution. All four programs require full time attendance at the Law School for at least one academic year (three consecutive academic quarters). Thus, students interested in the J.S.D. or D.Comp.L. degrees must first spend a year in the Law School's LL.M. program. Students may begin these programs only in the Autumn Quarter.

Unlike a number of other law schools, the University of Chicago does not offer a specialized graduate degree program with a large number of graduate courses in a particular field such as taxation or securities regulation. The LL.M. degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 70. There are no courses in the curriculum just for LL.M. students; LL.M. students will have all of their classes with students in the J.D. program. The M.Comp.L. degree may be awarded at the student's discretion if the same requirements are fulfilled.

A small number of extraordinary students, usually no more than one or two per year, will be admitted to the J.S.D. or D.Comp.L. programs after having completed the second quarter of the academic year in residence leading to the LL.M. degree. In order to qualify for admission to this program, students must ordinarily have maintained at least a 78 average during those two quarters, must identify a faculty member who is willing to supervise a dissertation, and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. The degree of J.S.D. or D.Comp.L. will be awarded to students who have submitted a dissertation, within five years of the year in residence, that is accepted by the faculty.

LL.M. ADMISSIONS PROCESS

Each year the Law School receives approximately 750 applications for the approximately 50 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgement by the Graduate Studies Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

Admission decisions for the LL.M. program are based primarily on two factors: 1) the ability of the applicant to flourish in a demanding academic program as evidenced by the prior academic and professional record; and 2) the extent to which the applicant's background and research interests coincide with available academic

resources for the academic year for which he or she will be in residence. It is, therefore, particularly important for the application to be accompanied by a detailed statement of the candidate's academic interests and career plans.

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

RESEARCH AND SPECIAL PROGRAMS

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

The John M. Olin Program in Law and Economics is one of the many interdisciplinary traditions that have thrived at the Law School. Because economics provides a tool for studying how legal rules affect the way people behave, knowing what kinds of insights economics can offer to the analysis of legal problems has become an important part of a lawyer's education. The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The Pro-

gram offers a range of courses and seminars to interested students, including Nobel laureate Gary Becker's microeconomics course. No other law school provides comparable opportunities for study and research in this field. The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. Professors Richard A. Epstein and David A. Weisbach are directors of the Program.

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

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

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

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





PROGRAM REQUIREMENTS *and* POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

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

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

CLASS ATTENDANCE

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

1. regular class attendance is required as a condition of receiving credit for courses at the Law School. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular course. It is the obligation of each student to conform to these requirements.
2. an instructor who observes a student to be in violation of a specific attendance requirement may so advise the Committee on Academic Rules and Petitions. The Committee may deny the student credit for the course, withdraw the student's privilege of membership in the School, or take any other appropriate action.
3. an instructor who observes a student to be in violation of the general attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that he or she is in violation of the Law School's requirement. If a student's attendance remains unsatisfactory in that course or is at any time thereafter in violation of the general attendance requirement in any other course, the Committee on Academic Rules and Petitions may deny the student credit in the course, withdraw the student's privilege of membership in the Law School, or take any other appropriate action.

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

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

THE FIRST YEAR

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

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

THE SECOND AND THIRD YEARS

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

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

Some specific considerations are set forth in the comments on the second year and on the third year. Students are encouraged to consult with members of the faculty for additional guidance on their programs.

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

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

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

When registering, please note:

1. Students cannot register for classes that have a time overlap—even if it is just once a week for a few minutes.
2. Students cannot register for classes that have significantly overlapping material.

For example, students may not take both:

- Con Law II and Con Law IV
- Elements of World Law and Public International Law
- International Law and Elements of World Law
- International Law and Public International Law
- Labor Law and Employment and Labor Law
- Lawyer as Negotiator and Negotiation Theory
- Legal Professions and Law of Lawyering
- Major Civil Litigation and Pre-Trial Advocacy
- Trial Advocacy and Intensive Trial Practice Workshop
- Pre-Trial Advocacy and Litigation Methods
- Sex Discrimination and Sex Equality
- Taxation of Derivatives and Taxation of Financial Instruments

The same course taught by different professors (or the same professor!)

Many of these notations can also be found in the course descriptions.

In selecting courses outside of the Law School, students cannot take overlapping courses (for example):

- Corporate Finance at the Law School and at the GSB
- Accounting at the Law School and at the GSB

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

THE SECOND YEAR

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

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

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

THE THIRD YEAR

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

THE GRADUATE PROGRAMS

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

The LL.M. or M.Comp.L degree is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with a minimum average of 70. To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for twenty-seven course hours and the maintenance of satisfactory academic standing

are necessary to qualify for the degree.

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

The degree of Doctor of Jurisprudence or of Doctor of Comparative Law will be awarded to students who have been in residence for three full consecutive academic quarters and have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship.

To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for at least twenty-seven course hours and the maintenance of satisfactory academic standing are necessary to qualify for the degree.

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

RESEARCH AND WRITING REQUIREMENT

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

Set below are the deadlines for final written work based upon the quarter in which the student registered for the seminar or the independent research project. An instructor may choose to have an earlier or later deadline if that is necessary in light of the special nature of the seminar or project. The paper is due to the professor, or an extension form signed by the professor is due to the Registrar, by the following deadlines:

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

Spring Quarter Written work submitted by the first day
of the Autumn Quarter.

Graduating students must submit all written work to instructors no later than the Monday of the eighth week of the quarter in which they expect to graduate (or at an earlier date set by the professor) and must be documented for the Registrar.

Students who do not meet these deadlines will automatically be dropped from the seminar or independent research project and will have a "W" noted on their transcript. Extensions beyond these deadlines will only be granted by the professor and must be on file before the due date.

THE CLINICAL PROGRAMS

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

The following rules apply to all clinical courses:

- No more than six clinical credits will be awarded to any student for the practical work done in conjunction with the clinic (additional credits are available for coursework done in connection with the clinics. A maximum of 10 total credits can be awarded for clinical work).
- Students may enroll in a clinical course for a minimum of two quarters and a maximum of six quarters.
- Students may enroll in a clinical course for no more than three credits in one quarter.
- Students will be awarded one credit for work averaging five hours/week for one quarter. Students will be expected to keep written or electronic records of the time they have spent in the clinic.
- Clinical courses are not available to first-year students.
- No student may be enrolled in more than one clinical course in any quarter. This rule may be waived in exceptional circumstances with the written permission of the relevant clinical teachers.
- Enrollment in any clinical course requires the permission of the clinical teacher.

The duration, total credits and number of credits per quarter must be arranged with the clinical teacher in writing prior to enrollment. Such arrangements may be modified to reflect the work already performed or anticipated, provided that such modification is also in writing.

- A lottery may be used to determine admission to any clinical course.

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

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

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

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

THE MACARTHUR JUSTICE CENTER PROJECT

The MacArthur Justice Center is a public interest organization focused on constitutional impact litigation primarily in the field of criminal justice. The Center is currently litigating important death penalty issues, a challenge to the constitutionality of state public defender resources, and a variety of other significant matters related to the functioning of the criminal justice system. Counsel from the Center maintain offices at the Law School and work with ten to twelve students on these cases. Students participating in the Project have an opportunity to draft pleadings, research substantive and procedural issues, and participate in litigation strategy. Students receive academic credit for working on the Project commensurate with the credit

given by the Mandel Clinic.

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

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

COURSE POLICIES

SEMINARS

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

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

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

1. 2Ls, 3Ls and LLMs are on equal footing—there is no seniority system since many of these seminars are offered only once, or in alternating years.
2. all first place lotteries will be conducted first.
3. all second choice lotteries next, in two rounds, (a) people who did not get their first choice, then (b) people who did get their first choice;
4. all third place choices will then be lotteried in four rounds, (a) people who got neither first nor second choice, (b) people who got second choice only, (c) people who got first choice only, (d) people who got both first and second choice.

(note: faculty members may choose to alter this priority system for their particular class)

Students must attend the first meeting of the seminar in order to stay enrolled in the seminar: A student who is on the waitlist for a seminar 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 seminar must do so by noon of the day after the first class meeting.

COURSES OUTSIDE THE LAW SCHOOL

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

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



The 1952-1953 editorial board of the University of Chicago Law Review.

ADDING/DROPPING COURSES

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

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

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

GRADING POLICIES

In each course, seminar, or other credit work, the student receives a final grade according to the following scale: A, 80 and above; B, 74-79; C, 68-73; D, 60-67; F, below 60. (Grades are recorded as numerical grades in the Office of the Registrar of the Law School and as letter grades in the Office of the Registrar of the University.) A grade of 60 or above is required for credit for the work involved.

To maintain satisfactory academic standing, a student must receive a weighted grade average of 68 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 68 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter). In addition, a student who receives two failing final grades in any one academic year, or three failing final grades during his or her period of residence at the Law School, will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuation in the School as well as to graduation.

The Law School awards the degree of Doctor of Law with Honors to candidates who have a weighted grade average of 79 or better, with High Honors to those with a weighted grade average of 80.5 or better, and with Highest Honors to those with a weighted grade average of 82 or better.





THE CURRICULUM

In the course and seminar descriptions that follow, the number in parentheses at the end of the description represents the value of the course or seminar in course hours per quarter.

FIRST YEAR COURSES

CIVIL PROCEDURE. 30211. 30221. 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 grades are based on a proctored exam given at the end of each quarter. Autumn (3) Mr. Baird and Ms Buss, Spring (3) Ms Buss and Mr. Epstein.

CONTRACTS. 30511. 30521. This course addresses the enforceability and interpretation of contractual arrangements, sanctions for their breach, and justifications or excuses for nonperformance. Special attention will be paid to the role of nonlegal sanctions in commercial relationships and to the relevance of contract doctrine to the drafting and negotiation of agreements.. Autumn (3), Winter (3), Ms Bernstein and Mr. Posner.

CRIMINAL LAW. 30311. 30321. This course addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies. The student's grade is based on a final examination. Winter (3), Spring (3), Mr. Berman and Mr. Harcourt.

ELEMENTS OF THE LAW. 30101. This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include: the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student's grade is based on a proctored final examination. Autumn (3). Mr. Strauss and Mr. Sunstein.

LEGAL RESEARCH AND WRITING. 30711. 30721. 30731. All first-year students participate in the legal-research and writing program under the supervision of one of the Bigelow Teaching Fellows. The work requires the student to become familiar with the standard tools and techniques of legal research, and to write analyzing a series of memoranda and other documents representative of the lawyer's regular tasks. In the Spring Quarter, each legal-writing section is divided into teams of students to prepare briefs

in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal-writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Autumn (2), Winter (1), Spring (1). Ms Bjorklund, Mr. Colby, Mr. Cox, Mr. Feibelman, Ms Iontcheva, Mr. Nze-libe.

PROPERTY. 30411. 30421. This course 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. Autumn (3), Winter (3), Mr. Helmholtz and Mr. Strahilevitz.

TORTS. 30611. 30621. The focus of this two-quarter course is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, is compared. The student's grade is based on an examination given at the end of the Spring Quarter. Winter (3), Mr. Levmore and Mr. Sykes. Spring (3). Ms Garrett and Mr. Sykes.

Elective. In the Spring Quarter first year students elect one course from among the following upper-division courses: Economic Analysis of the Law, Elements of World Law, Family Law, Legislative Process, Parent Child and The State, Sex Equality, History of the Law of Use of Land.

SECOND- AND THIRD-YEAR COURSES & SEMINARS

ACCOUNTING THEORY AND THE LAW. 76301. This course addresses the interplay of accounting issues and the practice of law. The first half of the class will deal with the accounting basics—learning the elements of the financial statements and gaining an understanding of how to read and analyze financial information. The class will learn about the income statement balance sheet and basic financial ratios. Case studies and problems are used to illustrate concepts and methods. During the second half of the course the students learn how those accounting basics come into play with the practice of law. This includes a discussion of the application of accounting basics in corporate law, such as with SEC filings and purchase agreements. Similarly, there are several classes where the student learns how financial information comes into play in the litigation setting, including discussions regarding the use/need of financial and fraud experts. The student's grade is based on a final examination. Enrollment is limited to 35–40. Spring (3). Ms Nicklin, Ms Sidrys, Mr. Schrieber.

ADMINISTRATIVE LAW. 46101-01. This course examines the constitutional and

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

ADMINISTRATIVE LAW. 46101-02. This course surveys the main generic level constraints governing federal administrative agencies, with a particular focus on the Constitution and the Administrative Procedure Act. Topics covered include: the non-delegation doctrine; agency adjudication under the APA; procedural due process constraints on adjudication; agency rulemaking under the APA; the choice between rule-making and adjudication; the constitutional role of Congress and the President in overseeing agency choice; judicial review, including both scope of review and threshold issues such as reviewability, timing, and standing. Grades will be based on a final proctored exam. Spring (3) Mr. Adler.

ADMIRALTY LAW. 71001. This course will cover the development and scope of this part of the jurisdiction of the federal courts; the role of the Supreme Court in the "common law" development of the substantive law of the admiralty; and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability. Autumn (3) Mr. Schmidt.

ADVANCED ANTITRUST. 91402. Selected topics, with emphasis on high-tech industries, comparative antitrust law, economic policy, and institutional, remedial, and procedural aspects of antitrust both U.S. and foreign. The antitrust course is a prerequisite. Enrollment is limited to 25, and the grade for the seminar is based on a paper. Spring (3) Judge R. Posner.

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

ADVANCED CRIMINAL APPELLATE ADVOCACY. 94502. 94532. Admission to this seminar is by special permission from the professor. Please refer to the Law

School web page for course description. Autumn (1), Winter (2). Ms Meares.

ADVANCED ISSUES IN CRIMINAL PROCEDURE. 60802. This seminar addresses various legal issues related to the criminal process, and it frequently analyzes them through the lens of the complex federal criminal case. The issues include questions relating to electronic monitoring and investigative techniques, charging practice (whether through grand jury indictment or judicial complaint), discovery, joinder and severance, evidentiary matters, suppression motions, the right to a jury trial, forfeiture, sentencing, post-conviction litigation, and prosecutorial and judicial discretion. The setting of the complex criminal prosecution is chosen because the importance of the aforementioned issues is often magnified in that context. The course will attempt to explore the various legal and policy issues implicated by each subject area. In addition, the course will attempt to explore the jurisprudential underpinnings of certain areas of law (e.g., the law of forfeitures) and will explore whether the present case law presents a cohesive and coherent analytical framework. Spring (3) Mr. Filip, Mr. Schar.

ADVANCED ISSUES IN TELECOMMUNICATION LAW. 64802. This seminar allows students to focus on advanced issues beyond those explored in the core telecommunications course. The seminar analyzes the interplay of antitrust and regulatory regimes and the varying roles played by the three branches of the U.S. Government in American telecommunications reform. Students will have the opportunity for independent research and writing in conjunction with the seminar including comparisons of the American experience with that underway abroad. Students must have taken Telecommunications Law (704) or receive instructor's permission to enroll. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based 50% on a substantial paper and 50% on class participation. Enrollment is limited to 20. Spring (3). Mr. Kamin.

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

ADVANCED TRADEMARKS AND UNFAIR COMPETITION. 69902. This seminar addresses current issues and developments in these fields of law: e-commerce and the Internet, the anti cyber-squatting statute, recent changes in the anti-counterfeiting law and controversies over state sovereign immunity, the protection of trade dress, deceptive advertising and the First Amendment. Students are expected to write a substantial paper on a topic of their choosing and to discuss and critique papers in progress. Trademarks and Unfair Competition is a prerequisite for the seminar. This course may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a substantial paper and class participation. Enrollment is limited to 20. Win-

ter (3) Mr. Hilliard, Mr. Masters, Mr. Widmaier.

ADVANCED TRIAL ADVOCACY. 93902. This seminar is designed to enable students to develop the skills necessary to become trial lawyers. While the class will include discussions of the issues and strategy involved in preparing a case for trial, the focus of the class will be on practical exercises. Each student will take and defend a deposition, give an opening statement, perform a direct and cross-examination, and give a closing argument. The class will use trial materials prepared by the National Institute for Trial Advocacy (NITA). A knowledge of evidence is helpful, but not required. The seminar is limited to 12 students. Grading will be based on attendance, participation in the practical exercises and the quality of the closing argument. Students who have taken the Intensive Trial Practice Workshop (LAW 67503) and/or Pre-Trial Advocacy (LAW 67403) may not register for this seminar. Autumn (3) Mr. Sieve.

AGENCY, PARTNERSHIP, & THE LAW OF FIDUCIARY DUTIES. 43401. Fiduciary duties are common in law and exist in a variety of different contexts. This course examines the different contexts in which the term fiduciary is used and the different meanings of the term in those contexts. The course will focus on the law of agency and partnerships, trusts, franchiser-franchisee relationships, as well as other areas. (3) [Not offered 2002-2003]

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

AMERICAN LEGAL THEORY. 57802. This seminar begins with Blackstone's Commentaries, which shaped American legal consciousness in the late eighteenth and most of the nineteenth centuries. It then considers the jurisprudential revolution of the early twentieth century, focusing particularly on the ethical skepticism of Oliver Wendell Holmes and the legal realists. The bulk of the seminar is devoted to an assessment of current schools of legal thought—law and economics, critical legal studies, feminism, and natural justice. The readings include works by Jerome Frank, Richard Posner, Mark Kelman, Duncan Kennedy, Carol Gilligan, Catharine MacKinnon, Robin West, Arthur Leff, Michael Moore, Abraham Lincoln, and others. Satisfies part of the writing requirements if substantial written work is completed. A paper will be required. Spring (3). Mr. Alschuler.

ANTITRUST LAW. 42801. This course provides an introduction to the law of antitrust. After a brief consideration of the common law of restraint of trade and the basic antitrust statutes, the course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course then looks at the practices by

which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. Finally, procedural doctrines that affect antitrust enforcement, such as the state action exemption and the petitioning immunity, are included. The student's grade is based on a final examination. Autumn (3). Mr. Picker.

ANTITRUST & INTELLECTUAL PROPERTY: READINGS. 94701. This seminar will look at a mixture of old and new materials on the intersection of antitrust and intellectual property, focusing on copyright and patent. Possible topics include web-casting, compulsory licensing, cable and open access. Students will be required to make presentations on topics and to write reaction papers to the readings. The student's grade is based on participation and the reaction papers. The reaction papers do not fulfill one of the substantial writing requirements. Winter (3) Mr. Picker

ART LAW. 79301. (=ARTH 495) This course examines legal issues in the visual arts including artist's rights and copyright; government regulation of the art market; valuation problems related to authentication and artist estates; disputes over the ownership of art; illicit international trade of art; government funding of museums and artists; and First Amendment issues as they relate to museums and artists. Basis of grades to be determined. Spring (2). Mr. Landes, Ms Rorschach.

BANKRUPTCY AND REORGANIZATION: THE FEDERAL BANKRUPTCY CODE. 73601. This course studies the Federal Bankruptcy Code, including both the law of individual bankruptcy and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the individual's right to discharge, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization. The student's grade will be based on a proctored final exam. Spring (3). Mr. Baird.

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

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY. 90902. Craig Futterman will supervise students in the Police Accountability Project (PAP), a brand new project. The Project's goal is to design strategies to cause the Chicago Police Department to be more accountable to the residents of Chicago, particularly to communities of color and the

poor. To further this goal, the Project will provide legal representation to victims of police abuse. Together, we will examine how and where litigation fits into broader strategies to improve accountability. In PAP's developmental stage, student work will be heavily research oriented. Students will study police accountability and misconduct in Chicago to gain a fuller understanding of the nature of the issues, collect and analyze data, review existing research, and investigate what others are already doing to address police accountability. Through our research and a collaborative dialogue with community groups and residents, law enforcement officials, and academics, we will identify and evaluate a mix of litigation and non-litigation strategies that PAP will undertake to improve police services and accountability. While in the developmental stage, we will represent a limited number of victims of police abuse in federal civil rights litigation. We shall focus on cases of brutality perpetrated against persons of color and the poor, those that would ordinarily not be brought by the private bar and those that have significant potential to raise public consciousness around police accountability issues. Interested students will work on all aspects of PAP's litigation, from investigating the case, filing a complaint, through all pretrial, trial and appellate work. Students are also expected to develop PAP's project manual. Second year students wishing to enroll in the Project are strongly encouraged to take Evidence early in their second year. Third year students are required to complete, prior to their third year, either Pre-trial Advocacy or Major Civil Litigation and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in the PAP is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pre-Trial Advocacy. Autumn, Winter, Spring (var) Mr. Futterman.

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

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

COMPARATIVE LAW. 41701. This course examines the history, evolution and current state of the World's main legal systems, with a special emphasis on modern European and Japanese law. The course seeks to strike a balance between theory and practice, tracing and exposing the way in which each system dealt with several issues of substantive public and private law. Emphasis will be placed on issues of federal governance and tort liability. The students grade will be based on a final take-home exam. Autumn (3). Mr. Seidman.

COMPARATIVE & INTERNATIONAL FEDERALISM. 95802. This seminar critically examines the legal and policy issues relating to the allocation of authority in federal

(and potentially federal) systems, broadly defined. It addresses contemporary theories regarding the value of federalism, including whether its virtues and vices are comparable across political cultures, and considers the varied approaches to maintaining the appropriate balance of federal and state power. Topics will include areas like the anti-commandeering principle, subnational sovereign immunity, and state-conducted foreign policy and human rights initiatives, as well as substantive areas such as antitrust and environmental policy. Particular attention will be paid to emerging issues relating to domestic and foreign relations among subnational governments. The student's grade will be based on a major paper. Autumn (3). Mr. Swaine.

COMPARATIVE LAW: EUROPEAN LEGAL SYSTEMS. 72401. This course begins with an introduction to the civil law system and proceeds to an overview of European human rights law, the European Union, and other European institutions. (3). Ms Case. [Not offered in 2002–2003.]

COMPLEX APPELLATE LITIGATION. 51002. This seminar focuses on developing the skills necessary to handle complex appellate cases of the type described above. Litigation in the federal courts of appeals and the U.S. Supreme Court requires skills not usually possessed by trial lawyers. Many cases in the federal courts of appeals are direct appeals from government agency actions without an intervening district court decision. Even when the government is not a party and private parties appeal the district court's decision, the outcome may depend significantly on the interpretation given to federal statutes and government regulations. Both types of cases may involve complex factual records that need to be distilled and presented effectively in the limited pages and oral argument time allowed by modern appellate courts. In addition, the outcome in complex appellate litigation often depends on difficult constitutional and administrative law issues or the court's perspective on hotly contested public policy questions. In lieu of a paper or examination, students are required to prepare short appellate briefs and to present oral arguments in the context of hypothetical problems closely approximating those encountered in a sophisticated appellate practice with a government agency, private law firm, or public interest group. Spring (3). Mr. Warren.

CONFLICT OF LAWS. 41501. An inquiry into the adjudication of cases connected with more than one state, principally through consideration of choice of law and respect for prior judgments. (3). [Not offered 2002-2003]

CONSTITUTIONAL DECISION MAKING. 50202. Students enrolled in this seminar work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, the "courts" are assigned several hypothetical cases raising issues under either the equal protection clause or the first amendment's guarantee of freedom of speech and press. Each "court" must select in advance whether it will focus on equal protection or first amendment. All cases must be decided with opinions (concurring and dissenting opinions are of course permitted). The decisions may be premised on the "legislative history" of the amendment (materials on that history will be provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a justice con-

fronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Constitutional Law is not a prerequisite for participation in this seminar. Enrollment will be limited to four courts. Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts. This course may be taken for fulfillment of the Substantial Writing Requirement. Spring (3). Mr. G. Stone.

CONSTITUTIONAL IDEAS OF THE FOUNDING ERA. 73401. This course examines concepts of freedom and government at the time of the founding. Topics include: theories of liberty, government, and regulation; types of constitutions; the drafting of constitutions; judicial review; freedom of the press; religious liberty. Most of the readings are primary sources. The student's grade is based on an eight hour take-home examination and class participation (20–25%). Spring (3). Mr. Hamburger.

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE. 40101. Analysis of the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are: the allocation of powers the legislative, executive, and judicial branches; the function of judicial review; and the role of the states and the federal government in the federal structure. It is recommended that student's take Constitutional Law I before studying Constitutional Law II or III or Federal Jurisdiction. The student's grade is based on a final examination. Autumn (3) Mr. Currie, Spring (3) Mr. Vermeule.

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

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

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

CONSTITUTIONAL LAW V: FREEDOM OF RELIGION. 79401. This course covers various aspects of the first amendment, with particular emphasis on the problems of church and state. It is recommended that students first take Constitutional Law I. Grades are based on class participation and a final exam. Autumn (3). Mr. Hamburger.

CONSTITUTIONAL REVOLUTION OF 1937. 90202. This seminar examines the “switch in time that saved nine” in the Spring of 1937 and considers a number of issues central to understanding its significance: to what extent was the Supreme Court already changing philosophical direction even before the Court-packing plan was announced? What effect did the plan have on the New Deal coalition? Did the Court’s capitulation in 1937 protect it against successful direct attack during the post-war period? Have the doctrinal and theoretical consequences of 1937 been over-stated or incompletely appreciated? Half of the seminar meetings are devoted to cases, briefs and the growing secondary literature over the events in question; the other half is devoted to preparing a substantial research paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement.(3). Mr. Hutchinson. [Not offered in 2002-2003]

CONSTITUTIONAL THEORY. 95702. This seminar will confront many of the major, transsubstantive questions of normative constitutional theory addressed by scholarly literature over the last half-century. How majoritarian is our Constitution? In particular, is judicial review “countermajoritarian”? What is the appropriate method of constitutional interpretation? Is it originalism, nonoriginalist textualism, or some type of nontextualist interpretive method? Are moral norms incorporated in the Constitution, or should judges and other constitutional interpreters eschew moral argument? To what extent are constitutional norms appropriately “underenforced”? Seminar readings will consist of major works by American constitutional theorists, such as Ely’s *Democracy and Distrust*, Dworkin’s *Taking Rights Seriously*, or Ackerman’s *We the People*. The typical class session will involve an intensive discussion of some such work(s). Grades are based on class participation and a final major paper. Spring (3). Mr. Adler.

CONSTITUTION IN CONGRESS. 50102. Students present papers on constitutional controversies that have arisen in Congress or in the Executive Branch. Past examples include President Jackson’s removal of deposits from the National Bank, Nullification, and the annexation of Texas. Topics are assigned and researched during the Autumn Quarter so that oral presentations may begin in January (Winter Quarter). Prerequisite: Constitutional Law I. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper. Autumn (1),

Winter (2) Mr. Currie.

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

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

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

CORPORATE GOVERNANCE. 75001. The focus of this course is on current topics in US corporate governance. The course adopts primarily an agency-cost perspective, attempting to identify those agency costs that remain in US corporations once the law of fiduciary duty, the constraints of the managerial labor market, and the market for corporate control, have done their work. As the materials reveal, there is no consensus about the magnitude of these problems—some view them as significant, others as inconsequential. And, as we will see, still other theorists view the central challenge of corporate governance not as reducing agency costs, but rather as improving the content of corporate decisions by promoting a better flow of information within the firm, putting together more effective management teams and the like. Corporate governance as a separate topic of study is relatively new. It began to get attention in the early 1980's, which is about the time that large institutional investors began to take a more active role in the companies whose shares they held. Over the past 20 years, institutional share ownership in American Corporations has increased dramatically and is now upwards of 60%. As a window on to current issues of concern, we will look particularly closely at the activities and demands of institutional investors. We will look at their explicit public pronouncements on governance as well as the demands they are making. We will attempt to assess whether or not the changes they are demanding are likely to be value enhancing for all shareholders, or

whether they are likely to be singularly well suited to the needs and interests of institutions. We will also ask whether there are forces outside of value creation that might motivate institutions to undertake the actions that they do. The question is not simple. For example, the first widely publicized corporate governance campaign was on the issue of executive pay, more specifically the amount of executive pay. Now, while it is certainly true that executive pay in America is, by all international standards, and to be fair common sense, rather out of control, it is also true that the effect of these exorbitant salaries on the company's bottom line, translated into a per share amount, is tiny. Why then did institutions find it desirable to spend money on this campaign? Finally, as we begin to explore the topics in this course, we will highlight the tensions between the interests of institutions and the interests of small investors and will explore the effects of collective action and rational apathy problems on governance related activism and shareholder voting. As we do so we will pay particularly close attention to what, if any, impact the internet is likely to have on the received wisdom on these subjects. The course materials are designed to promote active discussion and debate. Most sessions will be structured in a seminar-type format. One will be a mock board of directors meeting. Students will be required to write short papers (2-5 pages) for many class sessions. Some of these papers will focus on answering a direct analytic question posed in the readings, while others will involve more active internet based research such as examining and analyzing a particular company's executive compensation plan, discussing a campaign of institutional shareholder activism and the like. Given the discussion format of the class, class participation will count for 40% of the student's grade. Students who are less comfortable speaking in class may fulfill part of the class participation requirement by cutting out relevant articles from the press and submitting them with short discussions about their implications for the dominant themes of the course. Corporations is a prerequisite for this class. International students in the LLM program who have taken corporations in their home country are welcome, but may need to do some additional reading (provided as an appendix to the course packet) to fully familiarize themselves with American corporate law. Limit 40 students. Spring (3). Ms Bernstein.

CORPORATION LAW. 42301-01. This course introduces corporate law to examine the roles and duties of those who control business as well as the power of investors to influence and litigate against those in control. The course pays special attention to both small and large firms and to issues arising out of mergers and attempts to acquire firms. It uses both new and traditional tools to analyze a wide range of phenomena and transactions associated with the modern business enterprise. The student's grade is based on a proctored final examination. Autumn (3). Mr. Isenbergh.

CORPORATION LAW. 42301-01. This course is an introduction to corporate law. It examines the roles and duties of those who control the corporation, as well as the power to investors to influence those in control through such means as litigation and voting. The course focuses on the large corporation with many investors, but will also review matters that largely arise in connection with smaller firms. Both new and traditional tools are used to analyze a wide range of phenomena associated with the

modern business enterprise. Grades are based on a proctored final examination. Winter (3) Mr. Iacobucci.

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

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

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

CRIMINAL JUSTICE AND CYBERLAW. 68302. This seminar addresses the law of cyberspace with heavy emphasis on criminal law and criminal procedure as it relates to computers and the Internet. Procedural aspects focus on understanding and integrating the different laws and the 4th Amendment as they relate to gathering information for litigation. Substantive law aspects will focus on cyberstalking, child

pornography, defamation and privacy. The seminar requires one substantial paper and an Internet ego-surfing assignment. Enrollment is limited to 20. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spring (3) Ms Abraham.

CRIMINAL JUSTICE REFORM. 67312. 67323. 67333. The Criminal Justice Reform clinical program is taught by the attorneys of the MacArthur Justice Center. Working jointly with and under the supervision of the MacArthur Justice Center attorneys, students will participate in litigation and other advocacy relating to criminal justice issues. The work of the Center varies as its docket of cases changes and evolves. In the past, the Center has litigated cases relating to prison reform, parole practices and the adequacy of funding for indigent public defense. The Center has also handled individual civil rights cases and several matters relating to the distribution of handguns. In appropriate cases, the Center has also engaged in direct representation of criminal defendants at the trial, appellate and post-conviction levels. Students working at the Center will participate in complex litigation projects as junior counsel with the MacArthur attorneys. Students' work will vary depending upon the students' level of commitment and energy and the demands of the particular litigation. Typically, students research and draft pleadings and legal memoranda, including briefs to trial and appellate courts, assist with and/or conduct formal and informal discovery and assist in court presentation of evidence and argument. This course aims to provide students an opportunity to apply the principles they have learned in the classroom in a concrete procedural context where they and experienced attorneys attempt to use the law to achieve a goal. It is hoped that students in the course will face and address issues of professional responsibility in a real life context; that they will reflect on the connection between their practice and their personal values and that they will begin to learn the process of becoming an effective colleague and growing toward independence as an attorney. Prior to the beginning of the third year, students must complete Pre-trial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Autumn (var), Winter (var), Spring (var). Mr. Bowman and Ms Snyder.

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

CRIMINAL PROCEDURE II: THE ADJUDICATIVE PROCESS. 47301. This course examines what happens in criminal cases after police investigations have been concluded. It considers such topics as bail and preventive detention, the right to counsel, the prosecutor's decision to charge, grand jury screening, the right to a speedy trial, pretrial discovery, plea bargaining, and the right to jury trial. Students need not have taken Criminal Procedure I to enroll in this course. The student's grade is based

on a proctored final examination. Winter (3). Mr. Alschuler.

CRIMINAL PROCEDURE III: FURTHER ISSUES IN CRIMINAL PROCEDURE. 49701. This course examines prejudicial pretrial publicity, public access to criminal trials, joinder and severance, double jeopardy, the right to appeal, harmless error, federal habeas corpus, electronic surveillance, and entrapment. This course is limited to students who have taken either Criminal Procedure I or Criminal Procedure II. The student's grade is based on a proctored final examination. Spring (3). Mr. Alschuler.

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

CURRENT ISSUES IN RACISM & THE LAW. 54302. This seminar examines current problems in American race relations and the role the law has played in structuring the race debate. How have past and present legal approaches to racism fared? Has the continued emphasis on statutory solutions to racism impeded the development of potentially richer political, economic, and cultural approaches, and if so, can minorities afford to shift their emphasis given the continued prevalence of racism in society? Can, and should, the existing concepts of American jurisprudence provide racial minorities more than formal equality through the courts? Students prepare papers that evaluate how the legal system has dealt with particular incidents of racism and that discuss the comparative merits of litigation, legislation and market solutions to problems of institutional racism in American society. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a 15 page paper, group presentation and class participation. Autumn (3) Mr. Obama.

DIVERSITY AND COMMUNITY STANDARDS. 61002. This seminar pursues, over a wide variety of subject areas, what might be called the molecular question of the relationship of microcosm to macrocosm. This is the question of whether and when the law requires that each discrete unit proportionally resembles the whole. Just as every molecule of water contains the same 2/1 proportion of hydrogen and oxygen as the sea, so courts have sometimes pushed each job site, school, community, etc., to contain its proportionate share of blacks, women, the poor, even opportunities for nude dancing. At other times the law has permitted or encouraged concentration rather than dispersion. The seminar explores the implications for diversity and for various minorities of legal intervention either to prohibit or permit such concentration. It also inquires into when, if ever, it makes sense for the scope of federal constitutional rights to vary depending on the community standards of the place in which they are exercised. The basic courses in constitutional law are useful prepa-

ration for this seminar. The student's grade is based on a substantial paper. Winter (3). Ms Case.

DIVORCE PRACTICE. 93202. This seminar provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of Family Law 450 is recommended. The seminar will familiarize you with the complexities that arise when a family is divided and wife and husband are dissolving their marriage. Topics are covered from the perspective of a practicing lawyer and include: initial client interviews and retention, determination of jurisdiction, temporary and permanent child custody and visitation, interstate and international parental kidnapping, domestic violence, temporary and permanent maintenance for spouse and support for children, awards of attorneys fees and costs, exploration of property rights and factors for determining a division, the valuation process and problems in dividing certain types of property, effects of bankruptcy, pre and post marital agreements, negotiating and drafting marital settlement agreements, pretrial discovery, preparation for trial, common evidentiary issues and federal tax aspects of marital dissolution. Fifty percent of the student's grade is based on class participation, and fifty percent is based on the drafting of court pleadings and legal memoranda. Autumn (3). Mr. Schiller.

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

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

The seminar will begin with an overview of the history and infrastructure of the Internet, setting the groundwork and providing students with a working knowledge of the terminology and technology they will likely encounter working in this legal field. Additional background discussion will involve the concept of regulation of the Internet, global vs. national perspectives on the law of the internet, and conceptions of sovereignty. Topics will be dictated by the needs of the moment, but will poten-

tially include electronic contracts, digital signatures, the application of traditional UCC doctrines such as the mailbox rule and the statute of frauds to e-commerce, internet sales of highly regulated goods (such as alcohol, firearms, pharmaceuticals), the domain name system and its relation to trademark law, trade-related issues such as consumer fraud/protection and product disparagement, sales taxation, internet and business method patents, digital cash/smart cards, digital checks, electronic securities law, Internet gambling, commercial privacy and e-commerce in gray and black markets. Time permitting, we may also explore the relationship of international law to e-commerce, the effect of e-commerce concepts on commercial litigation, and export control laws involving cryptography. Topics not covered in the course will be suitable for papers.

Enrollment is capped at 20. Students may either take the course for writing credit, requiring a substantial paper, or may write shorter papers and make presentations over the course of the quarter. Winter (3). Ms Nagorsky.

ELEMENTS OF INTERNATIONAL LAW. 79601. This course has the ambition to do for international law studies what the Elements of Law course does for domestic legal studies. It examines practical normative questions as they arise in an increasingly globalized international system in issues of international security, human rights, diplomacy and international trade. Elements of International law will outline what law is and how it works among nations after the events of September 11, 2001; it will also explore the workings of leading international institutions from the perspective of United States national interests. An Elements-like course is needed since the methods, the sources and the institutions of the international legal system differ radically from the methods, the sources and the institutions of the legal system of the United States or of any state. Thus, for example, in the world of international law, what judges decide and say is of secondary importance only and students will be exposed to many fewer judicial opinions that they have come to expect in Law School. In the world of international law there is no international legislature and there is of course, no international executive. In other words, students will be invited to explore an unfamiliar juridical landscape, different from the one they have grown accustomed to. But it is a landscape they will have to become familiar with as they come to practice in the global market place and beyond the shores of the USA. The student's grade will be based on class participation and a final take-home exam. Spring (3). Mr. Gottlieb.

EMPLOYEE BENEFITS. 55502. This seminar emphasizes the role of, and issues relating to, employee benefits and executive compensation, in various types of transactions, particularly plan investments and corporate acquisitions. This seminar provides an overview of the main types of pension plans as well as other types of employee benefit plans and executive compensation structures; the principles of taxation governing deferred compensation arrangements; the Internal Revenue Code requirements applicable to qualified pension plans and the fiduciary; and conflict of interest requirements of the Employee Retirement Income Security Act of 1974 (ERISA). The federal insurance scheme for the defined benefit plan administered by the Pension Benefit Guaranty Corporation is also examined. The materials include

finance and accounting literature as well as statutory and case material. There is some treatment of international benefit issues. The student's grade is based on a final examination. Spring (2). Mr. Scogland.

EMPLOYMENT AND LABOR LAW. 43501. This course examines the legal framework governing the relationship between employers and workers. It explores common law principles; questions of occupational safety and health; employment discrimination of various sorts; and private sector unionization and collective bargaining. There is discussion of the National Labor Relations Act, including employees' rights to organize, employees' selection of unions as collective bargaining representatives, collective bargaining and regulation of the bargaining process, use of economic weapons such as strikes and boycotts, and the enforcement of collective bargaining agreements. A recurrent question is the choice between various "models" of employment relationships: freedom of contract; information and incentives; unionization; and direct regulation. The student's grade is based on a final examination. Spring (3). Mr. Sunstein.

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

EMPLOYMENT DISCRIMINATION PROJECT. 67113. 67123. 67133. Randall D. Schmidt and his students operate the Clinic's Employment Discrimination Project. The Project focuses primarily on pre-trial litigation. In individual cases, the Project represents clients in cases before the Illinois Department of Human Rights ("Department") and the Illinois Human Rights Commission ("Commission") and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. Additionally, in its individual cases and law reform/impact cases, the Project seeks to improve the procedures and remedies available to victims of employment discrimination so that complainants have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Project, in addition to litigation, is also active in the legislative arena and participates with other civil rights groups in efforts to amend and improve the Illinois Human Rights Act. Second-year students in the Project can expect to handle several cases individually and "second chair" other cases along with third-year students. Second-year students will autonomously handle cases that the Department is investigating. In these cases, students interview clients and witnesses, assist in the preparation of written briefs and memoranda explaining why the client was the victim of discrimination, and rep-

resent clients at informal hearings before the Department. Second- and third-year students will jointly handle cases in the Commission and at various pre-trial stages. They will be involved in discovery (drafting requests, responding to the employers' discovery, reviewing the information produced in discovery, etc.), and pretrial preparation (i.e., interviewing witnesses, drafting the pretrial memorandum, etc.). Second-year students will be given the opportunity to attend status hearings and hearings on contested motions, along with the third-year student assigned to the case. Moreover, if the case goes to trial, the second-year student will be actively involved in all phases of trial preparation and will attend the trial. Third-year students in the Project are assigned cases that are awaiting trial in the Commission. In these cases, third-year students attend status conferences, argue contested motions, engage in discovery, negotiate with the employer, and prepare the case for trial. If the case goes to trial, the third-year student will be expected to be the lead attorney on the case. The Project also handles, or is otherwise involved in, several appeals each year. Both second- and third-year students work on these appeals researching and drafting appellate briefs. If possible, third-year students present the oral arguments in the appeals. It is suggested, but not required that all students in the Employment Discrimination Project take the Employment Discrimination course. Third year students participating in the Employment Discrimination are required to take Evidence. Third Year Students are strongly encouraged to take, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in the Employment Discrimination Project is limited and preference will be given to students who take Pretrial Advocacy and the Intensive Trial Practice Workshop. The student's grade is based on class participation. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Autumn (var), Winter (var), Spring (var). Mr. Schmidt.

ENTERTAINMENT LAW. 78301. This course explores legal issues connected with the development, production and exploitation of entertainment product, focusing predominantly on filmed entertainment, to some extent on musical compositions and recordings, and only incidentally on other forms of entertainment. Topics include life story rights and celebrity publicity rights; contract formation and duration; artistic credits; collective bargaining agreements; ethics and regulation of talent representatives such as agents, lawyers and managers; profit participations; censorship and self-regulation of sexual and violent content; and selected copyright issues. Copyright is not a prerequisite, and this class should not be considered as a replacement for the copyright course. The student's grade is based on a final examination. Spring (2) Mr. Krone. [Not offered 2002-2003]

ENTREPRENEURIAL ADVOCACY. 93402. This seminar trains students in practical advocacy and introduces them to the skills necessary to provide effective legal representation on start-up business transactions and regulatory matters. The course includes interviewing, issue spotting, business planning, counseling and the range of practical skills needed to provide legal advice and representation of micro- and

entry-level entrepreneurs. This seminar is a co-requisite to participation in the Institute for Justice Clinic on Entrepreneurship. Entrepreneurship and the Law is a prerequisite. Winter (2). Mr. Holt.

ENTREPRENEURSHIP AND THE LAW. 61902. This seminar introduces students to entrepreneurship in both theory and, to a greater extent, legal practice. The initial part of the course studies, from a multidisciplinary perspective, entrepreneurship and reviews the basic law covering the area, including constitutional and regulatory law governing entrepreneurs. The seminar also surveys the most important substantive legal areas that apply to entrepreneurship and requires practical exercises for the students to implement the theory. Topics covered in this seminar include choice of entity, licensing, taxation, finance, commercial real-estate and zoning, intellectual property, insurance, employment, and business planning. The seminar focuses specifically on micro- and entry-level enterprises, but generally applies to larger businesses as well. This seminar is a prerequisite to participation in the Institute for Justice Clinic on Entrepreneurship and for Entrepreneurial Advocacy and may be taken by students who are not participating in the Institute for Justice Clinic on Entrepreneurship. Autumn (1). Mr. Holt

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

EQUALITY AS A POLITICAL VALUE. 78901. (=RETH 51400, GNDR 51400). Modern liberal democracies typically value the equality of citizens, and make equal respect for persons a central political value. But there is much debate and obscurity about how the idea of equality is best understood, and a large literature has by now grown up debating this question. We will read discussions of equality by John Rawls, Ronald Dworkin, Gerald Cohen, Amartya Sen, and John Roemer. Then we will look at three special cases of inequality in the modern world, and ask how well the positions represented in the aforementioned debate handle the issues involved: inequalities based upon sex; the unequal treatment of citizens with disabilities; and inequalities between nations or grounded in national origin. In studying these three issues we will read works by writers such as Catharine MacKinnon, Martha Nussbaum, Eva Kittay, Anita Silvers, and Thomas Pogge. Enrollment by permission of instructor. Autumn (3) Ms Nussbaum.

ESTATE & GIFT TAX. 93502. This 2 credit seminar covers Federal Estate and gift tax, with some additional consideration of estate planning in light of recent statutory developments. The student's grade will be based on a final examination. (2) [Not offered in 2002-2003]

ETHICAL AND LEGAL ASPECTS OF HEALTH CARE. 91802. For the current

description of this offering, please refer to the Law School's web site (www.law.uchicago.edu). Winter (3). Ms. Rothschild, Mr. Small.

EUROPEAN LEGAL HISTORY: FROM THE 12TH CENTURY TO CODIFICATION. 91902. For the current description of this offering, please go to the Law School's web site (www.law.uchicago.edu). Winter (2). Mr. Helmholz.

EUROPEAN UNION LAW. 72201. This course will cover the basic constitutional structure of the European Union. We will first study the framework of the EU to understand how the various institutions interact. Next we will examine how the legal system works within the European Community. What legislative powers does the EC have? What are the Member States' obligations to the EC? Do Member States have recourse against the EC and each other? After we have covered the basics, we will study in detail various topics that are central to a solid understanding of European Community Law, such as sovereignty, judicial activism, allocations of power, and enforcement of EC law. The course will end with an in-class final examination. Autumn (3) Ms. Duquette.

EVIDENCE. 41601-01. The law governing proof of disputed propositions of fact in criminal and civil trials, including relevance; character evidence; the hearsay "rule" and other rules of exclusion; and examination and privileges of witnesses. The student's grade is based on a proctored exam. Spring (3). Mr. G. Stone.

EVIDENCE. 41601-02. The section of evidence employs the clinical method, using case files prepared by the National Institute of Trial Advocacy as the basis for mock trials, and combines evidence with trial advocacy. Enrollment is limited to 30, and the grade for the course is based on a proctored exam. The course is not open to students who have taken or are taking a trial-advocacy course. Winter (3). Judge R. Posner.

EVOLUTION OF LEGAL DOCTRINES. 65302. Legal doctrines have life cycles. They are born and mature. Many doctrines fade and die. There is a form of natural selection among doctrines, with several candidates offering to serve the same function in different ways. This seminar looks at the maturation and replacement of doctrines, posing the question why some die and others survive. Scope is eclectic: the doctrines range from "separate but equal" under the equal protection clause to the "original package doctrine" under the commerce clause, from the appointment of counsel under the Sixth Amendment to the understanding of the Rules of Decision Act (that is, why Swift gave way to Erie). The premise of the seminar is that those who fail to learn from the past are condemned to repeat it. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3). Judge Easterbrook. [Not offered in 2002–2003.]

FAMILY LAW. 45001. This course examines the law's regulation of the creation and dissolution of family relationships, and the legal rights and responsibilities that family members have because of their family status. These issues are examined in both modern and historical context, with particular emphasis on the marital relation. Top-

ics to be covered include: polygamy and common law marriage, marriage and parenthood under slavery, interracial marriage and adoption, same-sex marriage and parenthood, legitimacy, surrogate motherhood, the economic consequences of divorce, the dissolution of nonmarital relationships, the termination of parental rights, federal benefits and disabilities tied to family status, the prohibition on interspousal contracts for domestic services, the marital rape exemption, domestic violence, child abuse, and child custody and support. Students have the option of taking a final examination or writing a substantial paper. Spring (3). Ms Hasday.

THE FEAR OF DEATH. 79201. (=LATN 35100/45100, PHIL 21800/31800, RETH 35100). Prerequisite: ability to read the material in Latin at a sufficiently high level. All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that makes them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of *The Journal of Philosophy*). The course will focus on several major Latin writings on the topic: Lucretius Book III, and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors. Winter (3). Ms Nussbaum.

FEDERAL CRIMINAL LAW. 79001. For the course description please refer to the Law School's Web page (www.uchicago.law.edu) Autumn (3). Mr. Alschuler.

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

FEDERAL REGULATION OF SECURITIES. 42401. This course covers the issuance and trading of securities. The first half of the course looks at the issuance process in some detail, paying special attention to the complex rules issued by the Securities and Exchange Commission. It takes the decision to raise capital as a given (see the course in Corporate Finance for attention to this subject). The second part of the course looks at trading, including tender offers, private actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law (423) is a prerequisite, although may be taken concurrently. The student's grade is based on a proctored final examination. Autumn (3). Mr. Rosenfield.

FEDERALISM & GLOBALIZATION: INSURANCE REGULATION IN THE

MODERN FINANCIAL SERVICES MARKETPLACE. 92002. This seminar, taught by the Illinois insurance commissioner, will study the state of insurance regulation today, will be organized around the question of whether Congress should create a federal insurance regulatory scheme, and will involve theoretical and practical discussions of federalism, politics, and markets. Although insurance is interstate commerce, the McCarran-Ferguson Act of 1945 delegates its regulation to the states, making it the only major industry without federal administrative oversight. With the passage of the Gramm-Leach-Bliley (Financial Services Modernization) Act of 1999 and the formation of the House Financial Services Committee, Congress is taking an integrated approach to the financial services marketplace and evaluating whether state regulation of insurance is consistent with the regulatory goals of market efficiency and consumer protection. Readings will include statutes, legislative history, case law, and expository writing on the subject. Grades will be based on the option of a weekly paper or a final paper. (The writing requirement may be satisfied.) Attendance is required and particularly helpful participation may be a factor in the final grade. Autumn (3). Mr. Shapo.

FEMINIST JURISPRUDENCE. 70501. This course considers ways in which law and legal theory may affect the realization of the equality of the sexes and the rights of women. The readings include a broad range of scholarly writings. (3) [Not offered 2002-2003]

FEMINIST PHILOSOPHY. 47701. (=PHILOS 417). This course is open to College students only with permission of the instructor. The course is an introduction to the major varieties of philosophical feminism: Liberal Feminism (Mill, Wollstonecraft, Okin, Nussbaum), Radical Feminism (MacKinnon, Dworkin), Difference Feminism (Gilligan, Held, Noddings), and Postmodern "Queer" Feminism (Rubin, Butler). After studying each of these approaches, we focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. Spring (3). Ms Nussbaum.

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

participation, homework assignments, and a final examination. Autumn (2). Ms Fitzgerald

FINANCIAL INSTITUTIONS. 63302. The focus of this seminar is the federal regulation of financial institutions, including national and state-chartered commercial banks, thrift institutions, and holding companies. Topics addressed include: entry restrictions, growth and expansion of bank activities, regulation of the business of banking and expansion through the bank holding company structure, branch banking and interstate banking. The regulatory schemes for the insurance industry and the investment company industry are also reviewed for purposes of comparison. (3). [Not offered in 2002-2003.]

FOREIGN AFFAIRS & THE CONSTITUTION. 74801. This course analyzes structural constitutional issues related to the conduct of U.S. foreign relations. Issues covered include the general allocation of foreign affairs power between the President and the federal political branches, the role of federal courts in resolving foreign relations cases (political question doctrine, act of state doctrine, federal common law of foreign relations, treaty interpretation, etc.), the substitutability of treaties and congressional-executive agreements, the power to terminate treaties, subject matter and structural limits on the treaty power, the relationship between international law and domestic law, the constitutional validity of international human rights litigation in U.S. courts, the validity of state foreign policies, and much more. To be admitted to the class, students must have taken, or be taking, Constitutional Law I. The student's grade is based on a proctored final examination. (3) [Not offered 2002-2003]

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

GAME THEORY & THE LAW. 50602. This seminar examines the principles of game theory and their use to analyze legal problems. Applications are drawn from torts, contracts, bankruptcy, antitrust, and civil procedure. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 20. Winter (3). Mr. Baird.

GLOBALIZATION: EMPIRICAL AND THEORETICAL ELEMENTS. 73901. (=SOC 369) This course examines how different processes of globalization transform key aspects of and are in turn shaped by (1) major institutions such as sovereignty and citizenship; and (2) major processes such as urbanization, immigration, and digitalization. Particular attention is given to analyzing the challenges globalization pre-

sents both to the theorization and the empirical specification of its associated processes and institutions. Due to the reality that transnational processes, such as economic globalization, confront the social sciences with a series of theoretical and methodological challenges, this course will explore beyond economic analysis focused merely on macro level cross-border flows, and seek an understanding of what it means to study globalization at a variety of scales of analysis, down to the most detailed approaches requiring fieldwork. Autumn (3). Ms Sassen.

HART AND DWORKIN ON THE NATURE OF LAW. 95602. (=PHIL). This seminar focuses on the debate between H.L.A. Hart and Ronald Dworkin about the nature of law. The topics to be discussed include legal positivism, the role of interpretation in the law, the relation between law and morality, and the place of utility and rights in the law and in morality. The principal texts will be two books by Hart -- *The Concept of Law* (2nd ed.) and *Essays in Jurisprudence and Philosophy* -- and two books by Dworkin -- *Taking Rights Seriously* and *Law's Empire*. The student's grade will be based on class participation and a choice of either a term paper or a final 8 hour take-home examination. Winter (3). Mr. Larmore.

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

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

HISTORY OF THE LAW OF THE USE OF LAND, 1620–1930. 90002. This seminar explores the largely forgotten heritage of social control of private land in America. Today American governments regulate private land to advance many goals: to pro-

tect endangered species and other elements of the natural resources, control the direction and pace of urban growth, impose aesthetic standards of building, facilitate social control and keep disparate uses of land separate. Courts view these laws as relatively novel, suspect encroachments on a historical baseline of maximum autonomy for land owners. Based largely on this historical perception, the courts have constructed an increasingly countermajoritarian constitutional doctrine of regulatory takings to govern or intensifying conflicts over land and other natural resources. Yet similar forms of regulation were carried on in America before the 20th century. Beside examining the early laws themselves, and the later rise of judicial intervention, we address the curious phenomenon of amnesia in American legal culture: how did these antecedents become forgotten, and stay forgotten? The student's grade will be based on class participation and a 15 page paper, or a series of three five-page papers. A student who wishes to fulfill a substantial writing requirement, however, may use this seminar to do so if a 30 page paper is written. Enrollment is limited to 20 students. This seminar is also offered as a 1L elective. Spring (3) Mr. Hart.

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

HUMAN RIGHTS I: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS. 41201. (=HIST 293/393, MAPH 400, PHILOS 316, POLSCI 339, INTREL 316, LL/SOC 251) This course focuses on the philosophical foundations of human rights. The foundations bear on basic conceptual and normative issues: the various meanings and components of human rights and the subjects, objects, and respondents of

human rights; who has the rights, what they are rights to, who has the correlative duties, what methods of argument and implementation are available in this area, and so forth. The practical implications of these theoretical issues are also explored. Autumn (3) Mr. Green.

HUMAN RIGHTS II. 41301 (=HIST 394, INTREL 394, MAPH 401, POLSCI 340, PHILOS 294/394) This course is primarily concerned with the evolution of the modern human rights regime. It discusses human rights origins as a product of the formulation and expansion of imperial Western nations-states. It juxtaposes the Western origins with competing, non-Western systems of thought and practices of rights. It assesses in this context the universality of modern human rights norms. The course proceeds to discuss human rights in its two prevalent modalities. First, it discusses rights as individual protection of personhood and the modern, Western notion of individualism entailed therein. Second, it discusses rights as they affect groups or states and limit their actions via international law, e.g., formal limitations on war. The course follows a chronological narrative. In the first section, students will discuss the elaboration of human rights as natural law in the seventeenth and eighteenth centuries, especially the case of the American and French Revolutions. Students will discuss the place of human rights in the context of imperial expansion and the dissemination of Western constitutional ideas and norms on a global scale. Section two discusses the human rights situation as it pertains to inter-war Europe (within this specific context, refugees, and displacement). In the third part of the course, students will follow the revival of human rights rhetoric, practices, and institutions from Nuremberg to the United Nations to contemporary forms of human rights activism. The course concludes with a general reflection on the two key themes: personhood and its protection and the conduct of states and human rights in a globalizing environment. The course will consist of a lecture and a discussion each week. The lecture is delivered by faculty according to the syllabus formulated by the two course organizers. Guest lecturers may be invited in for particular topics. The course organizers are responsible for all lectures and for conducting the discussion seminars. Except agreed otherwise, undergraduates will write three short review papers, using assigned books, plus a final examination. Graduate students will write a 20–30 page paper. Students are encouraged (individually or in groups) to co-present the results of their papers in the workshops. Winter (3). Mr. Geyer

HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS. 78201. (=INTREL 579, HIST 295/395, PATH 465, POLSCI 341, PHILOS 295/395) This course is designed for both law students and medical students. The first part focuses on the dramatic changes in the creation and enforcement of international human rights law that have taken place since World War II. Notwithstanding serious challenges from a variety of sources, no government in the world publicly dissents from the acceptance of support for human rights. Students examine the existing international human rights regime and explore the impact of the UN charter, the Universal Declaration, and various multilateral and regional human rights treaties and regimes on the behavior of nations today. Using cases from U.S. and international courts, the course will then focus on medical and ethical issues in human rights. Topics includes political repression (including psychiatric repression and the history of the Gulag);

medical research, informed consent, and human rights; the role of physicians in practicing and documenting torture; persecution and asylum; and questions of eugenics. The course emphasizes how the ethical traditions of both law and medicine can be used to promote human rights. Guest lecturers and a film series supplement the curriculum. Students are expected to make short presentations and to submit a short mid-term paper (5 pages) and a final paper (15 pages). This course may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a substantial paper (75%) and class participation (25%). Spring (3) Ms Gzesh, Mr. Kirschner.

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

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

INFORMATION TECHNOLOGY LAW: SEMINAR IN COMPLEX INDUSTRY TRANSACTIONS. 91502 Information Technology is the engine of growth for the emerging economy. From B2B exchanges, to wireless/mobile computing, to e-marketplace web design and development, IT is changing the nature of business today. Accordingly, traditional legal concepts are under pressure to adapt to ever-evolving business models. This seminar provides an overview of complex IT transactions and the commercial and legal principles governing these transactions. Study materials will be drawn from actual contracts and other relevant materials, and emphasis will be placed on developing an understanding of the interaction of commercial needs and legal requirements, including those found in corporate, contracts, intellectual property, and other legal practice areas. Participants will develop an understanding of specific contractual, risk, and warranty clauses and practice pitfalls. From time-to-time, senior industry executives will join the seminar to provide "real world" experience.

The student must have taken (or be taking concurrently) Corporation Law, or receive instructor approval. The student's grade is based upon periodic short written exercises (40 percent), take-home examination (40 percent), and class participation, including participation in mock negotiations, (20 percent). Mr. Zarfes is an Executive Vice President and General Counsel of Cap Gemini Ernst & Young. Autumn (3) Mr. Zarfes

INSURANCE LAW AND POLICY. 57902. This seminar examines legal issues relating to first-party and third-party insurance, as well as limited aspects of domestic insurance regulation. Topics include the special principles of construction applicable to insurance policies, particular problems arising under life and health policies, bad faith issues, the duty to defend and to settle under liability policies, the recent insurance "crisis" in some lines of coverage, coverage for acts of "terrorism," and problems relating to insurance for environmental harms. Spring (3) Mr. Sykes.

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

INTELLECTUAL PROPERTY LAW AND THE REGULATION OF INFORMATION. 95102. To a large extent, cyberlaw is intellectual property law. With the rise of the Internet, intellectual property law has become one of the dominant modes of regulating information. This seminar will analyze the foundations of intellectual property law and examine the process by which it acquired its current prominence. We will start by comparing two paradigms for regulating information; a value-neutral model (paradigm: US), and a model that regulates information in the name of positive constitutional values (paradigm: Germany). With this background we will analyze the deep underpinnings of some of cyberlaw's constitutive features, such as the relentless expansion of copyright protection, the ongoing transformation of trademark law into a property right, and the obliteration of territoriality. In discussing these topics, we will repeatedly draw on the laws on freedom of speech, privacy and unfair competition in the U.S. and other countries. No prerequisites. This seminar may be taken for fulfillment of the Substantial Writing requirement. The student's grade is based on a substantial paper and class participation. Spring (3) Mr. Hilliard, Mr. Widmaier, and Mr. Doellinger.

INTENSIVE TRIAL PRACTICE WORKSHOP. 67503. This seminar teaches trial

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

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

INTERNATIONAL DISPUTE RESOLUTION. 95202. This course will explore the different fora available to resolve international disputes, including standing tribunals such as the International Court of Justice and the Dispute Settlement Body under the WTO, and ad hoc tribunals convened under specifically authorized regimes, such as NAFTA Chapter Eleven. Several of these tribunals have specifically limited jurisdiction; students will compare the fora and examine, from both political and legal standpoints, the limitations on and differences in redress available for varied international wrongs. In addition to identifying those limitations, students will also examine the possibilities offered to claimants by new tribunals and new or hitherto moribund areas of customary international law. Students will thus explore both substantive obligations of international law that give rise to disputes and the varying procedural mechanisms through which individuals or States can vindicate those rights. No prior

knowledge of international law is required. Students' grades will be based on class participation and a series of short papers or one substantial paper. Spring (3). Ms Bjorklund.

INTERNATIONAL FINANCE. 48901. Today the volume of international financial flows far exceeds the volume of international trade. This course focuses on the international aspects of domestic banking and security markets and with offshore markets. The focus is on U.S., European, and Japanese regulatory systems and the role of international financial institutions. Among the topics covered are the eurodollar and eurobond markets; the international banking and securities clearing systems; foreign exchange, as well as futures and options markets; and derivatives, swaps, and an introduction to emerging markets finance, especially with regard to privatization. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation. (3). Mr. Dam. [Not offered in 2002–2003.]

INTERNATIONAL LAW, HUMAN RIGHTS, AND WAR CRIMES. 62402. This seminar focuses on the development of international law pertaining to war crimes and the protection of human rights from Nuremberg and the other World War II war crimes trials through the Vietnam era and up to the new International Tribunals for Bosnia and Rwanda. A central focus of the course is on the development of doctrines defining individual responsibility for war crimes and human rights violations, but students also study problems relating to the concepts of aggression, intervention, self-defense, and military necessity. The overarching concern of the course is to assess the legal legacy which the Bosnian and Rwandan tribunals have inherited. Enrollment is limited to 18 students and four short thought papers are required. This seminar may be taken for the fulfillment of the Substantial Writing Requirement. (3). Mr. Goldsmith. [Not offered in 2002–2003.]

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

INTERNATIONAL TAXATION. 44601. This course provides a survey of the income tax aspects of investments and business operations of foreigners in the United States, and overseas investments and business operations of Americans. Though the principal focus of the course is on the U.S. tax system, some attention is paid to adjustments

between tax regimes of different countries through tax credits and tax treaties. The student's grade is based on a final examination. Winter (3). Ms Roin.

INTERNATIONAL TRADE REGULATION. 48401. This seminar examines the regulation of international trade under national and international law. The emphasis is on the principal obligations of the WTO/GATT system, including the most favored nation obligation, the national treatment obligation, and various other constraints on domestic regulatory policies. Students also examine laws of the United States enacted to implement WTO rights and obligations, including the "escape clause" and the antidumping and countervailing duty laws. Considerable attention is devoted to the structure of international dispute resolution. Issues relating to trade and the environment also receive attention, as does the interface between WTO law and domestic health and safety regulation. Grades will be based on a final proctored examination. Autumn (3) Mr. Sykes.

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

ISSUES IN POVERTY AND LAW. 57402. This seminar is designed to explore how the law (and the absence of law) affects those who are poor. Students begin by analyzing the rhetoric of poverty in Supreme Court decisions. Students then examine interdisciplinary materials focused on political and social theories that drive poverty policy programs. The seminar concludes with an in-depth look at specific policies and programs pertinent to the relationship between poverty and social control. Some issues discussed are: access to public housing and spatial concentration of poverty, gentrification, access to law enforcement by poor people, the normative conception of compliance with the law and its relationship to inner city crime, and an analysis of church and state collaboration to reduce crime in poor communities. A continuing theme of this course is the relationship between race and poverty in urban areas. Several short papers and class participation are required. (3). Ms Meares. [Not offered in 2002–2003.]

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

THE JUVENILE JUSTICE SYSTEM. 60102. This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider

the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior. Readings on adolescent development and urban sociology help inform discussions. The student's grade is based on three or four short papers. Enrollment is limited to 20. Winter (3). Ms Buss.

LABOR LAW. 43101. This course examines the legal framework for private sector unionization and collective bargaining. After brief consideration of labor law history, the course focuses on the National Labor Relations Act (NLRA), and considers employees' rights to organize, employees' selection of unions as their collective bargaining representatives, collective bargaining, and regulation of the bargaining process, use of economic weapons such as strikes and boycotts, and the enforcement of collective bargaining agreements. This course will also touch upon a union's duty of fair representation to its members. This is a course on the federal law governing the relationships among unions, employees, and private employers and is not a course on employment relations or employment regulation generally. The student's grade is based on a final examination. Autumn (3) Mr. Epstein.

THE LANGUAGE OF RIGHTS IN EIGHTEENTH-CENTURY AMERICA. 77301. (=ENG 632) This course focuses on the historical relationship between rights and writing in eighteenth-century British America and the early United States. We devote attention to recent scholarly statements on the origins and historical meanings of the first ten amendments to the U.S. Constitution but our major interpretive interest will be to develop ways of thinking about "rights-talk" within a broader culture of rights. To that end, we read novels, poems, and plays as well as declarations of rights, political pamphlets, and legal opinions. Grades are based on class participation, an in-class presentation, written work, and a final take-home exam. Winter (3) Mr. Slauter. [not offered 2002-2003]

LAW AND ECONOMICS OF HEALTH CARE. 68502. This seminar examines the policy issues arising out of the intersection of law and economics in the health care industry. Illustrative topics covered are antitrust policy toward hospital mergers; public regulation of AIDS and other infectious diseases; behavioral issues (smoking, alcohol, obesity); the role of philanthropy; the regulation of medical research; the HMO movement. A substantial paper is required. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spring (3) Mr. Philipson.

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

choice of either one short paper and a substantial paper or 2 short papers and an examination. (3) [Not offered 2002-2003]

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

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

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

LAW, BEHAVIOR, & REGULATION. 65402. This seminar deals with new and emerging understandings of human—the lessons of those understandings for legal regulation. Topics include environmental regulation, broadcasting, occupational safety and health, damage remedies, and the law of equality. Theoretical materials involve people’s

bounded rationality, as they rely on “heuristics” that lead to errors, and are also susceptible to various biases. There is discussion as well of people’s capacity for fairness, and their understanding of what fairness specifically involves. A recurrent question will be whether “behavioral law and economics” has advantages over traditional law and economics in thinking about regulation of private conduct. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper. Winter (3) Mr. Sunstein. [Not offered 2002-2003]

LAW OF THE EXECUTIVE BRANCH. 68702. The seminar will examine the lawmaking function that is carried out in the executive branch of the federal government. There will be a brief analysis of the separation of powers doctrine and how it affects the lawmaking capacity of the President and the executive branch. The issuance of executive orders will be examined, as well as their reach. The entire body of administrative law is affected by the President’s power to appoint and remove principals in the administrative agencies; it is further influenced by his power to shape the agendas of those agencies. The appointment of federal judges also influences the legal landscape. These powers will be studied. The inherent powers of the presidency are the source of considerable law. As commander-in-chief he is the supreme authority of the entire military establishment. His control over foreign policy also creates substantive law. The war making power, as it intersects with that of Congress, also creates law. At least two sessions will be spent on looking at these inherent powers. The President influences legislative policy in many ways that will be studied. The veto power is the formal involvement. The influence on the agenda, in part through having the veto power, and in part through the use of the bully pulpit, help shape the legislative product considerably. As the only official elected by the entire country, the President is the only federal functionary who can claim a national constituency. How that constituency is created, including the operation of the electoral college and the state parties, is central to understanding the nation wide influence of presidential decisions. The issues that underlay *Gore v. Bush* will be studied as a current example of the pluses and minuses of the electoral system, comparing it with parliamentary systems. Finally, the criminal laws are influenced by use of the pardon and commutation power. While the impact of his power is usually limited to individual cases, it can spill over to the basic law, as the review of some high profile cases will demonstrate. Grades are based on a proctored final exam. Spring (2) Judge Mikva.

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

LEGAL INTERPRETATION. 51602. Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: “plain meaning,” its cousin textualism; a

search for intent (“original,” presumed, or imputed), functional analysis, and so on. The seminar asks how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation receives approximately equal emphasis. Enrollment is limited to 20 students. The student’s grade is based on a series of short papers. Successful completion of this seminar qualifies for the fulfillment of one of the Substantial Writing Requirements. Autumn (3) Judge Easterbrook.

LEGAL PRAGMATISM: THREE PERSPECTIVES. 95512. 95522. 95532. This year-long seminar will focus on pragmatism’s contribution to law. The Seminar meets three times per quarter according to a schedule that will be set at a preliminary fall meeting. Each instructor will teach three of the nine seminar meetings. The amount of reading for this seminar will be heavy and will usually consist of one book per meeting. Throughout the year, we will carefully read and discuss classic and recent works related to legal pragmatism by Holmes, Posner, Rorty, and others. Critics of pragmatism will also be included. The seminar is limited to eight students in order to insure a high level of participation. In addition to participating in class, each student will write one short paper per quarter. Grades will be based on the papers and participation. All three quarters must be completed. Autumn (1), Winter (1), Spring (1). Mr. Alschuler, Mr. Baird, and Judge R. Posner

LEGAL SCHOLARSHIP WORKSHOP. 78711. 78721. This course is designed students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. The course will meet every week for two quarters. The first quarter will be run as a mini faculty workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the second quarter, the class will function as a workshop for students, enabling them to present their papers. In preparation for each meeting students will submit short (2-3 page) critiques of the author’s paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get their piece into publishable shape. The student’s grade is based on attendance, participation and quality of the final writing. Students must complete both quarters to receive credit for the course. Autumn (2), Spring (3). Ms Bernstein, Mr. Hamburger.

THE LAW OF LAWYERING AND THE LEGAL PROFESSION. 40901. This course satisfies the professional responsibility requirement for upper-year students. Lawyers often suppose that the entire law of professional responsibility is contained in the profession’s codes. However, “other” law (criminal law, tort law, procedural law, securities law, etc.) plays an equally and sometimes more important role in regulating a lawyer’s conduct. This three-credit course focuses on an examination of the ways in which ethics codes and “other” law work together to shape a lawyer’s course of action in different contexts (business transactions, civil litigation, government representation, criminal defense.) In addition, students explore the contours of the profession—its demographics and structure—in order to prepare them for lives as lawyers in the 21st century. Students who take this course may not take The Legal Profession (41001). (3). Ms Meares. [Not offered in 2002–2003.]

THE LEGAL PROFESSION. 41001. This course satisfies the professional responsibility requirement, in doing so it considers the principles, rules, aspirations, traditions, and substantive law that govern how lawyers practice law. It gives students a basic introduction to the nature of what lawyers do and what is expected of them as members of the American legal profession, with particular emphasis on the importance of legal ethics in the practice of law. Students consider lawyer liability under substantive law, the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and tensions that are created by the lawyer's duties as an officer of the court and as an advocate in an adversary system. Two sections are offered, with the same basic content but slightly different focus. A focus of the autumn section will be some fundamental questions about who we are and what we stand for as lawyers. A focus of the spring section is the self-regulatory tradition of the organized bar examined in the context of the rules of professional conduct. Students who take this course may not take The Law of Lawyering (40901) or other courses fulfilling the American Bar Association's mandated professional ethics course requirement. The student's grade is based on a proctored final examination. Autumn (2) Mr. Alberts. Spring (2) Mr. Luning.

LEGISLATIVE PROCESS. 44201. An understanding of legislative process and statutory interpretation is increasingly necessary as the influence of statutory law broadens to affect a wide range of legal issues. Solutions to many problems facing today's lawyer involve either knowledge of how legislation develops in Congress or understanding of how laws will be interpreted by the judicial and executive branches. Focusing on the federal level, students examine the contemporary legislative process, including the role of interest groups and the effect of lobbying; the use of legislative history in statutory interpretation; and the legal issues implicated by recent legislative reform proposals. Students explore topics such as the constitutional law and political theory of representation, campaign finance reform, ballot initiatives and referenda and term limit proposals. These issues are discussed from legal, economic, and political perspectives, and theoretical conclusions will be applied to practical examples of actual legislation. Winter (3) Ms Garrett.

LOCAL GOVERNMENT LAW. 71701. This course examines the law regarding provision of public goods and services at the state and local level. It explores the way in which local government law addresses the issues of what services a local government should provide, which residents should receive those services, who should pay for the services provided, and who should provide the answers to the previous questions. It explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships. The student's grade is based on a proctored final examination. Spring (3). Ms Roin.

MARRIAGE. 68002. With the aim of making predictions and recommendations for the future, this seminar examines marriage as a state sponsored institution, considering its history, its variants (e.g. common law marriage) and close substitutes (e.g. domestic partnership), conceptual frameworks for analyzing it (e.g. analogies between marriage and the business corporation or partnership or relational contract), past and future variants on the joining of one man and one woman (e.g. polygamy and same-sex marriage),

and the use of marriage as an ordering principle in various areas of law. (3). Ms Case. [Not offered in 2002–2003.]

MENTAL HEALTH ADVOCACY. 67002. Mental health advocacy teaches litigation and other advocacy skills. Under the supervision of the clinical teacher, students engage in individual and systemic litigation and legislative and other advocacy on behalf of indigent, mentally ill clients of the Law School's Edwin F. Mandel Legal Aid Clinic. With the permission of the clinical teacher, students may choose to focus on litigation, legislation or both.

Students engaged in litigation may interview clients and witnesses, research and draft pleadings and legal memoranda, including briefs to reviewing courts, conduct formal and informal discovery, negotiate with opposing counsel and others, conduct evidentiary hearings and trials, and present oral argument in trial and appellate courts. Students who have completed sixty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices.

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

In addition to discrete advocacy skills, such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients, and advocacy for systemic change. Prior to the beginning of the third year, students who intend to engage in litigation are required to complete Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Prior or contemporaneous enrollment in either Legislation or Legislative Process is encouraged for students intending to engage in legislative advocacy. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged for all students.

Second-year students will ordinarily not be permitted to enroll during the Autumn Quarter. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Autumn (var), Winter (var), Spring (var). Mr. Heyrman.

NATIONAL SECURITY LAW. 70701. This course examines the concentration of foreign policy-making powers in the executive branch, and the domestic consequences of that concentration for the relationship of the executive branch with Congress and the federal courts, the federal government's relationship with the states, and the people's relationship with the government as a whole. The class is organized historically by crisis. Topics covered include: the Founding and immediate post-Founding understandings of national security powers under the Constitution; emergency powers and the fate of individual liberty during the Civil War, WWI, and WWII; disputes over the Presi-

dent's power to wage war without explicit congressional authorization during the Korean, Vietnam, and Gulf Wars; security/loyalty procedures during the Cold War; covert operations and intelligence gathering; the disclosure of classified and unclassified information; attempts to seek executive accountability through the court system; international terrorism and crime abroad; and sexual orientation as a disqualification for government service. Students have the option of taking a final examination or writing a substantial paper. (3). Ms Hasday. [Not offered in 2002–2003.]

NETWORK INDUSTRIES. 73501. This course address state and federal regulation of price, quality, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, the Internet, and telecommunications, with exposure to problems of the other network industries, such as transportation and consumer electronics. This course emphasizes the substantive law and regulated industries, and pays scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. The student's grade is based on a final examination. (3) Mr. Picker. [Not offered 2002-2003]

NONPROFIT ORGANIZATIONS. 67802. This seminar explores the law associated with nonprofit organizations. Such topics as fiduciary duties, conversions from nonprofit to for-profit status, tax exemptions, charitable deductions, and limits on lobbying activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the nonprofit sector. The student's grade is based on biweekly short reaction papers and a modest take-home (exam-style) paper. Enrollment is limited to 20. (3). Mr. Levmore. [Not offered in 2002–2003.]

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

PARENT, CHILD, AND THE STATE. 47101. (=SSA, PUBPOL) This course examines the legal rights of parents and children, and the state's authority to define and regulate the parent-child relationship. Among the topics discussed are children's and parent's rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state's response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies. The student's grade is based on a proctored or take-home examination. Winter (3). Ms Buss.

PARTNERSHIP TAXATION. 75601. This course examines income tax aspects of partnerships. Partnerships have become a widely used business structure, particularly since

the invention of limited liability companies and with the increase in the number of start-up ventures. The course focuses on formations, distributions, income allocations, borrowings, and liquidations of partnerships, with a special focus on using the tax rules in a transactional setting. Introductory Income Tax is a prerequisite. The student's grade is based on a final examination and class participation. Spring (3) Mr. Weisbach. [Not offered 2002-2003]

PATENT LAW. 78001. This is a basic course in patent law. We will examine the governing statutes and influential cases, and we will also examine the public policy motivations for various patent rules and procedures. Students without a technical background should nevertheless feel completely comfortable enrolling in the course. Patent cases often involve complicated technologies, but the key to the understanding of the relevant legal issue almost never turns on an understanding of the technology per se. Winter (3). Mr. Lichtman.

PATENTS AND TRADE SECRETS. 45901. This course focuses on patent law and, to a lesser extent, on trade secret law. Though the course is primarily concerned with legal doctrine, it deals with how intellectual property rules promote and sometimes deter innovation. Most of the time is devoted to U.S. law but international patent cooperation efforts, as well as key differences between the U.S. and foreign patent systems, are discussed. The student's grade is based on a final examination. (3). Mr. Dam. [Not offered in 2002-2003.]

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

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

POLITICAL RESPONSIBILITY 42600. (=POLSCI 42600). Collective action through institutions directed at goals of maximizing freedom equity and well being for people

cannot occur unless the individuals acting with and within these institutions are responsible. What does responsibility mean in the context of large scale social structures and organized action? Can we make meaningful distinctions between moral responsibility in individual interaction and political responsibility in the context of participation in political community? Is it important to see political responsibility in backward looking terms of assigning causal agency to events that have occurred, or is it more important to consider responsibilities for future transformation? Can it be argued that people in a collective share responsibility for passive assent or sharing attitudes even when they themselves have not performed harmful or unjust acts? We will discuss questions such as these through works of writers such as Hannah Arendt, Jean Paul Sartre, Larry May, Marion Smiley, Hans Jonas, Dennis Thompson, Robert Goodin, Jacques Derrida and others. Winter (3) Ms Young.

THE POLITICS OF WELFARE. 55202. (POLSCI 340) This seminar explores the evolution of welfare policy in the U. S. with particular attention to scholarly debates concerning the causes of poverty and the formation of political responses to poverty. It considers alternative approaches to understanding the political, economic, and social dynamics that influence poverty policy. The seminar will also review selected issues in the contemporary debate over welfare reform. Spring (3). Ms Brodtkin.

POVERTY & HOUSING LAW CLINIC. 90502. This clinic exposes students to the practice of poverty law work by giving them the opportunity to work on housing related cases at the Legal Assistance Foundation of Metropolitan Chicago, which provides free legal services to indigent clients in civil matters. Students will spend at least thirteen hours per week in one of LAFMC's six neighborhood offices—located in Chicago's South Side, West Side, and Northwest Side, in the Loop, and in Evanston and Harvey—or in LAFMC's Housing Law Project or Foreclosure Prevention Project (both of which are located in downtown Chicago). Students may be asked to: appear with tenants at administrative grievance hearings; represent defendants in eviction or foreclosure actions; file suit to enjoin landlords from performing lock-outs or refusing to make necessary repairs; participate in ongoing federal litigation; advocate on behalf of tenant groups; comment on proposed federal housing regulations; and file bankruptcy petitions on behalf of subsidized-housing residents who are trying to preserve their tenancies.

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

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

(70%). Winter (3), Spring (3). Mr. Wheelock, Mr. Wood.

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

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

PRINCIPLES OF SOCIAL WELFARE POLICY. 76101. (=PUBPOL 34200) This course covers historical and theoretical readings relevant to the development and implementation of welfare state policies. It addresses questions such as: why do governments develop social welfare policies? What should be the goal of welfare policies? What can such policies realistically accomplish? The course combines lectures with class discussions. (3). Ms Mayer.

PRIVACY. 79701. This course will survey society's efforts to draw boundaries between the public and private spheres. Questions about what information is properly revealed to third parties and what facts or behaviors are so private that they may be neither investigated nor disclosed play out in a variety of legal contexts, including tort law, constitutional law, contract law, federal and state statutory law, and the law of evidence. This course will pay particular attention to questions involving privacy protections for information collected or transmitted over the Internet; medical and genetic information; the collection and disclosure of facts concerning celebrities and other public figures; information gathered by law enforcement and other government agencies; privacy in the home and workplace; and the recognition of constitutional rights to privacy by federal and state courts. The student's grade will be based on a take-home final examination and class participation. Spring (3). Mr. Strahilevitz.

PROBLEMS IN SUPREME COURT HISTORY. 57202. This seminar focuses on the Court from a behavioral perspective and utilizes archival collections available at the Manuscript Division of the Library of Congress and various university repositories. Law school studies of the work of the Supreme Court of the United States focus too much on doctrinal analysis and constitutional theory. Students formulate a feasible research project with the aid of the instructor, arrange to examine the relevant archives,

and produce a substantial research document. This seminar may be taken for the fulfillment of the Substantial Writing Requirement. (3). Mr. Hutchinson. [Not offered in 2002–2003.]

PROBLEMS OF INTERNATIONAL LAW: ETHNIC AND REGIONAL CONFLICTS. 57602. The seminar addresses juridical aspects of the management of ethnic and regional conflicts. It grapples with the circumstances that warrant intervention by the United States to provide humanitarian assistance and to protect peoples subjected to genocidal attacks. It considers issues involving the use of force as well as credible collective enforcement strategies. Enrollment is limited and is based on the submission of a statement of interest. The student's grade is based on a substantial paper. (3). Mr. Gottlieb. [Not offered in 2002–2003.]

PUBLIC CHOICE. 69002. This seminar focuses on the relationship between modern perspectives on voting and interest groups, on the one hand, and legislation and judicial interventions on the other. The problems associated with collective decision-making illuminate interactions between legislatures and judges; democracy's attempt to solve certain problems; and the roles played by a variety of legal doctrines and constitutional institutions (from takings law and standing, to line-item vetoes and term limits and balanced budget amendments). In short, students arm themselves with the literature on interest groups and democratic decision-making in order to explore a wide variety of social problems and legal rules. Students prepare a series of biweekly "reaction" papers and then a modest take-home exam. Spring (2). Mr. Levmore.

PUBLIC INTERNATIONAL LAW. 72901. This course is an introduction to public international law. Students examine several topics, including the institutions of international law (such as the United Nations and the International Court of Justice), the sources of international law (especially treaties and custom), the special process of legal reasoning that characterizes international law, the relationship between international law and politics, the relationship between international and domestic law, and substantive international law issues such as state responsibility for breaches, human rights, jurisdiction and immunities, and the use of force. The course discusses the legal aspects of current international disputes, such as the legal issues implicated by the situation in Kosovo. Students who have completed or are enrolled in Elements of World Law (727) are ineligible to enroll in this course. Autumn (3). Mr. Swaine.

PUBLIC LAND AND RESOURCE LAW. 44501. This course introduces the law governing public lands in the United States, including the preservation and the exploitation of the natural resources on those lands. The course deals with the administrative structures and the legal doctrines that have been developed to control use of the public lands, and it takes up selected subjects to illustrate how the system works. Among possible subjects for inclusion are: the national parks, timber policy, grazing rights, mining law, the protection of wildlife, and wilderness preservation. (3) Mr. Helmholz. [Not offered 2002-2003]

READINGS IN LEGAL THOUGHT. 57002. Students in this seminar read a selection of important works in the development of Anglo-American legal thought from the eighteenth century to the present. In the past, authors have included Blackstone, Ben-

tham, Mill, Holmes, Llewellyn, Frank, Bickel, Calabresi, Posner, MacKinnon, and members of the Critical Legal Studies movement. Students submit three comments or questions on each reading prior to its being discussed in class. This course may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on those submissions and on class participation. Enrollment is limited to 14 students. (3). Judge Ginsburg. [Not offered in 2002–2003.]

RECENT LITERATURE ON COURTS. 54402. This seminar explores important new works in the social science literature on courts. Its objective is to help participants become fully informed about the most recent and important social science work on courts. Because it aims to provide participants with a critical perspective on new work, solid grounding in the literature, as obtained in Law 513 (Law & Politics: U.S. Courts as Political Institutions), is a prerequisite. The reading varies from year to year, depending on what has been written. (3) Mr. Rosenberg. [Not offered in 2002-2003]

REGULATION OF FINANCIAL INSTITUTIONS. 94802. This seminar examines the regulation of financial intermediaries – especially banks, insurance companies, and investment companies – at the state and federal level. It provides a broad comparative overview of various regulatory regimes affecting financial institutions and then delve into particular questions of law and policy. Students are encouraged to evaluate the conventional justifications for existing regulatory regimes, focusing on the legal boundaries between banks, investment companies, and corporate clients. The seminar also covers such topics as 1) the efficiency of deposit insurance, 2) trends in financial disintermediation, 3) the relationship of banking industry structure to monetary policy, and 4) the regulation of international financial intermediaries. Students grade will be based on class participation and a choice of either a single major paper or a series of short papers. Successful completion of this seminar fulfills one of the substantial writing requirements if a major paper is written. Spring (3). Mr. Feibelman.

REGULATION OF SEXUALITY. 72201. This course focuses on the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas, including marriage laws, custody rules, sodomy laws, and constitutional rights such as free speech, equal protection, and substantive due process. Readings include cases and articles from the legal literature together with work by scholars in other fields on current questions of identity and other theoretical issues. Winter (3). Ms Case

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

This course focuses on remedies in Contracts and Torts, referring to the goals of the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as: restitutionary damages; proba-

bilistic recoveries; the relationship between damages and non-legal sanctions; evidential damage; and punitive damages. The course also covers the remedies of specific performance in Contracts and injunction in Torts and compares and contrasts these remedies with monetary ones. Some of the defenses available to both the breaching party and the wrongdoer, such as mitigation of damages and comparative fault, in Torts and Contracts will also be discussed. The student's grade will be based on a final proctored examination. Spring (3). Mr. Porat.

RESEARCH IN ENGLISH LEGAL HISTORY. 54902. The seminar provides the opportunity for intensive research and writing in the legal history of England. Enrollment is small, research is supervised, and students are encouraged to produce several drafts. The object is to produce work of publishable quality. The first meeting deals with bibliographic questions and discussion of selected topics designed to give students a general familiarity with the sources. The questions suitable for investigation include changes in the jury system, relations between the common law and its rivals, comparison of English and Continental law, development and scope of various rules of evidence, the development of the right to defense counsel and other safeguards in the criminal process, and how a legal system confronts demands for legal change. Prerequisite: Law 476, Development of Legal Institutions, or the permission of the instructor. Writing is likely to extend over the Winter and Spring Quarters. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3). Mr. Helmholz. [Not offered in 2002–2003.]

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

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

SECURITIES: THE 1934 ACT AND CHANGES IN CORPORATE CONTROL. 94902. This course examines the regulation by the Securities and Exchange Act, 1934 of changes in corporate control. It focuses on the Williams Act and its regulation of takeover bids, but will also consider the regulation of proxy contests for control. There

will be an emphasis on examining the economic policy underlying the regulatory approach. In particular, the course analyzes whether the regulatory framework encourages transfers of control to managers better equipped to maximize firm value than the incumbents, while discouraging transfers to managers who would reduce value. The student's grade is based on an essay and class participation. Spring (3) Mr. Iacobucci.

SELECTED TOPICS DISCUSSION GROUPS. 95912. 95922. 95932. This seminar, open only to Law School students, is designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, limited to 8-10 students, meet in informal settings, usually in a faculty member's home. Students must commit to participate for the three quarters of the academic year. Topics and discussion facilitators will be announced prior to registration for the Autumn Quarter. Participating students earn one unit, which may be applied to the quarter of their choice, upon completion of all three quarters. Attendance at all sessions is required to earn the credit. Autumn (var), Winter (var), Spring (var). Law School Faculty.

SENTENCING. 96002. For the current description of this seminar please refer to the Law School's web site (www.law.uchicago.edu). Winter (3). Mr. Crowl, Ms Scott.

SEPARATION OF CHURCH AND STATE. 64502. This seminar is an historical study of the concept of separation of church and state, especially in America from the mid-seventeenth to mid-twentieth centuries. On the basis of largely neglected primary sources, this seminar explores fresh approaches to the history of separation of church and state. Topics include Roger Williams, anti-clericalism, establishment and anti-establishment arguments, Jefferson and his allies, anti-Catholicism and nativism (including riots and church burnings), theological liberalism, and Southern Baptists and the Ku Klux Klan. Research paper required. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3). Mr. Hamburger. [Not offered in 2002-2003.]

SEX DISCRIMINATION. 73101. This course examines sex discrimination and the legal prohibitions on its practice, with particular emphasis on the nineteenth-century woman's rights movement, the modern women's movement, and the ways in which the law has responded, or failed to respond, to their claims. Topics covered include: women's legal status before and after the rise of organized feminism in the nineteenth century; the rise of the modern women's movement and the emergence of heightened constitutional scrutiny for sex-based distinctions; the question of when, if ever, sex-based differences authorize differential treatment; the constitutional status of facially neutral laws that have a disproportionate impact on women; and statutory protection against sex-based discrimination. Students have the option of taking an exam or writing a substantial paper. Autumn (3) Ms Hasday.

SEX EQUALITY. 48801. This course in practical jurisprudence inquires into the relationship between sex inequality in society and sex equality under law. The dominant

paradigm of legal equality in terms of sameness and difference is examined and an alternative of dominance and subordination is considered. Concrete issues including comparable worth, sexual harassment, rape, abortion, prostitution, family, pornography, and gay and lesbian rights are examined in sex equality terms. Questions such as the legitimacy of the "intent" requirement in Constitutional cases and the fairness of the burden of proof under Title VII are also considered. Inequalities of race and class are addressed throughout. The course canvasses, examines, criticizes, and aims to expand the law of sex discrimination toward meaningful civil equality between women and men. The student's grade is based on a final examination and class participation. Spring (3). Ms MacKinnon. {Not offered 2002-2003}

SLAVERY. 94402. This course introduces students to the major debates that have dominated slavery studies over the last century. In surveying the parameters of the field, students will join texts authored by leading historians and the occasional legal scholar with a wide array of cases. The history of slavery in the United States is perhaps far more controversial than slavery itself. Historians ranging from Marxists to quantitative economists to black nationalists to feminists intensely debate the salience of race versus class in American slavery; its similarities and differences from other enslaving cultures; whether to characterize it as a totalitarian legal and political system; the extent to which those parts of the nation that preceded the South in abolishing slavery could be characterized as free"; whether slavery was "efficient"; its impact on black culture, especially on the black family; slavery's gender and class effects; the possibility of love and erotic desire under slavery; questions of slave resistance; and, of course, the role of law in implementing, reinforcing, and sustaining slavery. The student's grade is based on class participation, and either three book reviews of 8-10 pages each or the writing of a research paper of 20-25 pages. Students who elect to write the single major paper must follow a calendar to be distributed in class. Autumn (3). Ms Davis.

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

THE STATE AND GLOBALIZATION. 92502. The focus of this seminar is on the impacts of globalization (economic, cultural, political) on the institutional order we call the state. Particular attention will go to transformations in the "work of states," the institution of citizenship, and the interactions and conflicts between state authority and the new private and supranational mechanisms for governance that have emerged or been strengthened over the last decade. The treatment of these subjects can be theoretical, legal, empirical, depending on a student's interests. The seminar will be structured in terms of a) general discussions of these major themes, and b) the particular interests of students. Requirements: Class participation, class presentations based on the three or four books a student selects for in-depth reading, and one long research paper or two shorter papers. Limited Enrollment. Spring (3) Ms. Sassen.

STATE AND LOCAL FINANCE. 62202. This seminar examines the implications of choosing between the various revenue sources available to states and localities. Students are asked to consider questions of “inter-jurisdictional equity,” “inter-generational equity,” and “vertical equity” in the context of topics such as public school finance, the use of municipal bonds, tax competition, and tax cooperation. The student’s grade is based on a series of short papers and class participation. Winter (3). Ms Roin.

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

SURVEY OF AMERICAN LEGAL HISTORY 1620–1939. 77501. The course explores the character and role of law in America. A survey of American legal history from the European settlements through the New Deal. Topics include: government on the early frontier; the regulation of morals; the theory and law of contract; religious diversity; commerce and federalism; private associations; pleading and the merger of law and equity; codification; slavery; struggles for equality; regulation of the economy; interpretation of the Bill of Rights. This course may be taken to fulfill the Substantial Writing Requirement. The student’s grade is based on a take home examination (70–80%) and class participation (20–30%). (3). Mr. Hamburger. [Not offered in 2002-2003]

TAXATION OF CORPORATIONS I. 75801. This course examines income tax aspects of the formations, distributions and liquidations of corporations. The focus is on trans-

actional and planning aspects of the corporate tax. Introductory Income Tax is a prerequisite. The student's grade is based on a final examination and class participation. Winter (3) Mr. Weisbach.

TAXATION OF CORPORATIONS II. 75901. This course surveys the taxation of reorganizations and other adjustments involving continuing businesses: mergers, asset and stock acquisitions and other similar shifts of ownership and control, recapitalizations, and divisions. Points of focus are the recognition of gain and loss and the survival and allocation of tax attributes (basis, earnings, and loss carryovers) in these transactions. Taxation of Corporations I and Introduction to Income tax are recommended. Students grade based on a final proctored examination. Spring (3) Mr. Isenbergh.

TELECOMMUNICATIONS LAW & POLICY. 70401. This course examines the basic legal framework for the regulation of radio, broadcast television, cable, telephone, and, where appropriate, the Internet. After learning the basics, students focus on some specific problem areas, including the regulation of indecent speech; compelled access in its various forms; and the FCC's recent auctions of spectrum space. The student's grade is based on a proctored final examination. Autumn (3). Mr. Lichtman.

THEORIES OF EQUALITY. 92402. (=POLSCI/45900). This seminar will discuss some of the major debates in political theories of equality that have occupied philosophers, political theorists and legal theorists in recent decades. We will consider Ronald Dworkin's arguments for equality of resources over equality of welfare, along with responses to this theory by writers such as Gerald Cohen, Amartya Sen, and Richard Arneson. We will consider critiques of this debate that focus on its treatment of the status of so-called disability by writers such as Elizabeth Anderson, Eva Kittay and Steven Smith. We will think about political equality and equality of recognition through writers such as Charles Beitz and Anne Phillips. Finally, we will consider issues of whether equality must mean evaluating people according to the same norms, or whether equality can take account of social difference, as these have been debated by feminist legal theorists and critical race theorists. Spring (3). Ms Young.

TOPICS IN LEGISLATION AND LEGISLATIVE PROCESS. 66302. This seminar explores various topics in the modern federal legislative process, including regulation of political parties, theories of representation, the federal budget process, the filibuster and other procedural rules, term limits for lawmakers, congressional oversight, campaign finance reform, direct democracy, the regulation of lobbying, and the effect of technology on democratic institutions. Grades are based on a substantial paper, a substantial in-class presentation of the paper topic, and class participation through active in class discussions. This seminar may be taken for fulfillment of the Substantial Writing Requirement. A deadline for the paper will be set and absolutely no extensions will be granted. Enrollment is limited to 20 students. Autumn (3) Ms Garrett.

TRADEMARKS AND UNFAIR COMPETITION. 45701. The focus of this course is on federal and state laws designed to protect trademarks and to protect against unfair competition, including misappropriation, and false and deceptive advertising. The course also examines state laws protecting rights to publicity. The student's grade is

based on a final proctored examination. Autumn (3) Mr. Landes.

TRIAL ADVOCACY AND THE USE OF TECHNOLOGY IN THE COURTROOM.

90402. This intensive seminar teaches trial preparation and courtroom presentation with a focus on the use of technology. It combines faculty lecture and demonstrations with individual on-your-feet exercises. Topics include “storytelling through visuals,” “the use of technology in the courtroom,” and “evidentiary issues raised in the electronic world.” The seminar involves analysis and discussion of procedural and substantive legal principles as presented through concrete courtroom examples. Students in seminar should have taken Evidence previously or take it concurrently. Some of the class exercises and presentations take place in Chicago’s historic Courthouse Place. The student’s grade is based on the student’s analysis and presentations. Enrollment is limited to 20 students. Autumn (3) Mr. Gail and Mr. Hall.

TRIAL PRACTICE: STRATEGY AND ADVOCACY. 91702. This seminar will focus on how trial lawyers develop strategy and themes from the beginning of a lawsuit through trial. The instruction will be by lectures, demonstrations, and participation in “learning-by-doing” exercises. The course will be centered on a specific trial problem (including a mini-trial at the end of the seminar), but attention also will be given to decision making in the pre-litigation phase and how those decisions may affect a trial’s outcome. Students will learn how to use depositions, written discovery, expert witnesses, motions, and technology as effective litigation tools. Students will have to satisfy a writing requirement in the form of a pre-trial brief or motion. While some exposure to the Federal Rules of Evidence is recommended, this is not a requirement for the seminar. Final grades will be based on class participation, a written assignment, and participation in the mini-trial. Enrollment is limited to 20 students. Autumn (3). Ms. Behnia, Mr. Fields.

UNENUMERATED CONSTITUTIONAL RIGHTS. 95302. This course examines the Supreme Court’s practice of according constitutional status to rights not explicitly set forth in the constitutional text, from relatively uncontroversial rights like the right to travel and the right to direct one’s children’s education, to the most divisive legal issues of our time, the right to abortion. Among the questions we will consider are: whether the framers intended the list of enumerated rights to be exhaustive; whether there is an adequate textual basis in the Ninth Amendment or the due Process Clause for unenumerated rights; and whether there is or can be a principled and legitimate means of determining which alleged rights are of constitutional dimension. Students have the option of writing short reaction papers for each class or drafting a single substantial paper which can be used to fulfill one of the Substantial Writing Requirements. Grading is based on the student’s written work and class participation. Spring (3). Mr. Colby

TRUSTS & ESTATES. 45201. This course examines the laws governing the disposition of property at death, including statutory schemes for intestate succession, wills (including preparation, execution, modification and revocation, capacity, and interpretation), trusts and other non-testamentary means of transferring property at death, and statutory constraints on freedom of disposition of property. The course will use the

Uniform Probate Code as a base, contrasting its recommendations with the statutory laws of other jurisdictions as appropriate. One goal of the course is to obtain an understanding, both formal and pragmatic, of the elements of a common practice area. A second goal is to examine how rules and standards in this fairly conservative area of the law do accommodate, and should accommodate, to social and technological changes, such as assisted conception procedures, artificial life support, untraditional families, and changes in the predominant forms of wealth. A third goal is to investigate the overlap of trusts and estates with evolutions in family law, and the extent to which these types of property relations should be directed by the state or left to individual determinations. Grades are based on a proctored final examination. Autumn (3) Ms Davis.

U.S. WOMEN'S HISTORY. 78101. (=HIST) Spring (3) Ms Stanley. For the current description of this offering, please go to the Law School's web site (www.law.uchicago.edu).

VOTING RIGHTS & THE DEMOCRATIC PROCESS. 42001. This course examines the history of voting rights law in the United States, as well as the broader issues surrounding various systems of representative democracy: How should the courts balance the demands of majority rule with the desire to protect minority voices? Does the Voting Rights Act, as amended, promote minority voices, or simply segregate them from the larger political discourse? Are there alternative models, such as cumulative voting, that would better serve majority and minority alike? Do systems of more "direct democracy"—such as ballot initiatives and referenda—empower voters or undermine a more thoughtful deliberative process? And does voting even matter in a complex, modern society where campaigns are dominated by money and issues are framed by lobbyists? The student's grade is based on a substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Winter (3) Mr. Obama.

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

WOMEN'S LEGAL HISTORY. 64002. This seminar considers the historical relationship between women and the law in the United States. Most of the emphasis will be on the nineteenth century, the period in which an organized woman's movement first challenged the legal subordination of women at common law. Topics covered include the status of free women at common law, marriage and motherhood under the law of slavery, the rise of the first feminist movement, the relationship between nineteenth-century feminism and civil rights efforts on behalf of African-Americans, rape and marital rape, seduction and prostitution, abortion, domestic violence, welfare, women in the marketplace, the legal status of women's labor in the home, and the historical and legal relationship between gender and sexual orientation. The students grade is based on the completion of a substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Autumn (3) Ms Hasday.

WORKSHOP: CONSTITUTIONAL LAW. 63612. 63622. 63623. This workshop exposes students to recent academic work in constitutional law and the theory of constitutional interpretation. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Grading is based on a substantial paper. Enrollment is limited. Autumn (1), Winter (1), Spring (1). Mr. Strauss and Mr. Vermeule.

WORKSHOP: LAW & ECONOMICS. 56002. This workshop is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions. The workshop meets every other week throughout the academic year. Students enrolled in the workshop receive five credits at the end of the Spring Quarter. Grading is based on the completion of a substantial paper that satisfies the Substantial Writing Requirement. Autumn (2), Winter (2), Spring (1) Mr. Weisbach.

WORKSHOP IN LAW & PHILOSOPHY. 61502. (= PHIL 512, RETH 51301, PUBP 512). This workshop, which represents a fusion of the faculty law-philosophy group and the existing legal theory workshop, meets throughout the year, on alternate Mondays, for a total of sixteen meetings, mainly in the autumn and winter quarters. There is a theme running throughout the year, which is pursued through both philosophical and legal readings, with a range of visiting speakers and some sessions directed by local faculty. The theme in 2002-03 is war. Sessions are led by the following people: Autumn: Michael Walzer (Princeton), Cass Sunstein (Chicago), Frances Kamm (Harvard and NYU), Noah Feldman (NYU); Winter: Martha Nussbaum (NYU), Joshua Cohen (MIT), Ryan Goodman (Harvard), Bernard Meltzer (Chicago); Spring: Nancy Sherman (Georgetown), Jack Goldsmith (Chicago), John Deigh (Northwestern), Michael Ignatieff (Harvard). Students pursue legal and philosophical readings on the topic, both historical and recent, and examine the significance of philosophical work on the topic for issues in constitutional law, criminal law, and other areas. Students write short responses to each presentation, and a longer seminar paper. This workshop

may be taken for fulfillment of one of the Substantial Writing Requirements. Student enrollment is limited, with an equal balance between law students and philosophy Ph.D. students. Interested students should submit statements of interest, Law students to Cass Sunstein, and philosophy students to Martha Nussbaum, by September 20th. The statements should contain information regarding the student's background and qualifications. Student's grades are based on class participation and the completion of two short papers each quarter. Students must enroll for the entire year. Autumn (1), Winter (1), Spring (1). Ms Nussbaum and Mr. Sunstein.

COURSES IN OTHER DEPARTMENTS

Students may take up to twelve course hours of work for Law School credit in other departments and schools of the University. See the section on Requirements and Grading for the rules governing this option. The following list is a sample of the non-law school courses that may be taken for credit:

In Business: Financial Accounting, Managerial Accounting, New Venture Strategy, Entrepreneurial Finance and Private Equity. Second and third-year Law students interested in participating in start-up business ventures, or who may have a business idea of their own, may wish to participate in the Graduate School of Business' New Venture Challenge. Such students must attend the orientation meeting, organized in November of each year. Should the students' team advance to the second round, in February of the academic year, the student enrolls in Special Topics in Entrepreneurship: Small Seminar in Developing a New Venture. Students may not enroll in this Spring quarter course unless they have joined a team in the Autumn or Winter quarter and have advanced through the process. **In Political Science:** The Risks of International Agreements; Organizational Decision-Making; Political Economics for Postmoderns; Introduction to International Relations; Formal Analysis; Political Philosophy: Plato; Introduction to Rational Choice Theory. **In Economics:** Price Theory III; Mathematics for Economists I and II; Topics in Game Theory. **In History:** Seventeenth-Century America; 19th Century African-American History: Slavery to Freedom; U.S. Women's History; U.S. Since the New Deal. **In Anthropology:** Language in Culture and Society. **In Education:** Economics of Education; The Family and Society: Historical and Comparative Perspectives; Social Aspects of Educational Administration. **In Sociology:** Urban Structure and Process; The Social Organization of Schools and School Systems; The Professions: Law and Medicine; Urban Policy Analysis. **In Social Services Administration:** Policing and Helping Citizens: Alternatives to Traditional Social Services; Juvenile Justice; **In Public Policy:** Topics in Politics and Policy; Poverty and Public Policy; U.S. National Security Policy; Seminar on Deterrence, Arms Races, and Arms Control; Policy Reform in Developing Countries; Principles of Social Welfare Policy; Comparative Political Economy of Development; U.S. Cold War Defense Policy; Health Economics and Public Policy; Environmental Policy I; Policy Analysis I: Advanced Policy Planning; Economics of Child and Family Policy; Psychological Perspectives on Child and Family Child Policy; Managing Globalization; U.S. Foreign Economic Policy; Analyzing International Policy; Non-Profit Sector: Theory and Practice; Political Economics of Institutions; Political Economy of Bureaucracy.

INDEPENDENT STUDY

Independent Research. 499. Second- and third-year students may earn course credit by independent research under the supervision of a member of the faculty. Such projects are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls.

Special rules regarding credit, permission, and requirements for submission of written work are set forth in the regulations of the Law School. Students wishing to register for 499 credit should consult the Registrar or the Dean of Students.

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

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

Albert W. Alschuler: criminal law; criminal procedure (especially sentencing, search and seizure, and juries); American legal theory.

Douglas Baird: Bankruptcy; contracts; intellectual property; commercial law.

Lisa E. Bernstein: contracts; alternative dispute resolution.

Locke E. Bowman: death penalty; civil rights law; habeas corpus.

Emily Buss: civil procedure; juvenile law; family law; evidence.

Mary Anne Case: regulation of family sex and gender; feminist jurisprudence; constitutional law; comparative civil law; European rights law.

Herschella P. Conyers: Criminal justice; poverty; racism; legal services to the poor.

David P. Currie: constitutional law; federal jurisdiction.

Kenneth W. Dam: international trade; comparative public law; intellectual property.

Frank H. Easterbrook: antitrust; securities; interpretation.

Richard A. Epstein: any common law subject; property-related constitutional issues; law and economics.

Daniel R. Fischel: corporations and corporate finance.

Craig Futterman: Police accountability.

Elizabeth Garrett: legislative process; federal budget process; direct democracy; administrative law; statutory interpretation.

Jack Goldsmith: conflict of laws; international law; foreign affairs law; federal courts; cyberspace.

Gidon A. G. Gottlieb: public international law; legal theory; international human

rights issues; issues involving foreign conflicts; lawyer's role as negotiator.

Susan Gzesh: Immigration law; international human rights.

Philip Hamburger: American legal history; separation of church and state.

Bernard E. Harcourt: criminal law.

- Jill E. Hasday: anti-discrimination; employment discrimination; family law; national security law; women's legal history; 19th-century legal history.
- R. H. Helmholz: English legal history; continental legal history; real property; personal property.
- Mark J. Heyrman: rights of the disabled—particularly, the rights of the mentally handicapped, both in institutions and in the community; mentally handicapped in the criminal justice system, including fitness to stand trial, insanity defense, sexual offender laws.
- Joseph Holt: Entrepreneurship; micro and entry level enterprises within the urban setting.
- Dennis Hutchinson: Legal and constitutional history; racism and the law; institutional studies of the U.S. supreme court.
- Joseph Isenbergh: domestic and international income and transfer taxation; corporate finance; tax policy; federal jurisdiction.
- William M. Landes: law and economics; intellectual property; torts.
- Jeff Leslie: housing issues.
- Saul Levmore: public choice; torts; corporations; corporate tax; comparative law.
- Douglas Lichtman: intellectual property, including copyright, trademark, and patent; information economics; telecommunications; cyberspace; property.
- Tracey Meares: criminal justice system and criminal procedure (especially the role of the prosecutor); regulation of attorneys (especially government attorneys); poverty law; race-conscious remedies.
- Bernard D. Meltzer: labor law; employment law; evidence.
- Martha Nussbaum: moral and political philosophy; jurisprudence; law and literature; ancient Greek philosophy; feminist theory; theories of motivation.
- Barack H. Obama: equal protection; due process; voting rights.
- Randal C. Picker: secured transactions; bankruptcy; corporate reorganizations; game theory; environmental law.
- Eric Posner: bankruptcy; commercial law; contract law; game theory; law and social norms.
- Richard A. Posner: economic analysis of law; judicial behavior; jurisprudence.
- Julie Roin: federal taxation; taxation of international transactions; state and local government.
- Andrew M. Rosenfield: Business and entrepreneurship.
- Randall D. Schmidt: civil rights; employment discrimination; civil litigation—including discovery, pretrial procedures, trial practice, evidentiary issues, etc.
- Lior Strahilevitz: property and privacy
- Geoffrey R. Stone: evidence; freedom of speech and press; equal protection; search and seizure.
- Randolph N. Stone: criminal justice; ethics; legal profession; poverty; racism; legal services to the poor.
- David A. Strauss: constitutional law; federal jurisdiction; legal theory or jurisprudence; criminal procedure; civil procedure; administrative law; employment discrimination.



SUBJECT CATEGORIES FOR
SECOND- AND THIRD-YEAR COURSES

* = Not offered in 2002-2003.

ADMINISTRATIVE LAW, LEGISLATIVE PROCESS, AND GOVERNMENT REGULATION		Law & Practice of Zoning, Land Use & Eminent Domain. 90602. Spr (2)
		Public Choice. 69002. * (3)
		Regulation of Financial Institutions. 94802. Spr (3)
Clinics		Securities: The Act of 1934. 94902 Spr (3)
Employment Discrimination Project. 67113. Aut (var)		State and Local Finance. 62202. Win (3)
“ Win (var)		Theoretical Foundations of the Regulatory State. 57102. * (3)
“ Spr (var)		Topics in Legislation & Legislative Process. 66302. * (3)
Courses		
Administrative Law. 46101. Aut (3)		
“ Spr (3)		
Antitrust Law. 42801. Aut (3)		
Employment Discrimination. 43301. Win (3)		
Employment and Labor Law. 43501. Spr (3)		
Environmental Law. 46001. * (3)		
Federal Regulation of Securities. 42401. Aut (3)		
Legislative Process. 44201. Win (3)		
State & Local Government Law. 74501. * (3)		
National Security Law. 70701. * (3)		
Network Industries. 73501. Spr (3)		
Telecommunications Law and Policy. 70401. * (3)		
Voting Rights and the Democratic Process. 42001. Win (3)		
Seminars		
Advanced Issues in Telecommunication Law. 64802. Spr (3)		
Antitrust & Intellectual Property: Readings 94701 Win (3)		
Federal Budget Policy. 52802. * (3)		
History of the Law of Use of Land 1620-1930. 90002. Spr (3)		
Immigration Policy and Law. 44702. Win (3)		
International Environmental Law. 92702. * (3)		
Law, Behavior and Regulation. 65402. * (3)		
		Law & Practice of Zoning, Land Use & Eminent Domain. 90602. Spr (2)
		Public Choice. 69002. * (3)
		Regulation of Financial Institutions. 94802. Spr (3)
		Securities: The Act of 1934. 94902 Spr (3)
		State and Local Finance. 62202. Win (3)
		Theoretical Foundations of the Regulatory State. 57102. * (3)
		Topics in Legislation & Legislative Process. 66302. * (3)
		COMMERCIAL, BUSINESS, AND LABOR LAW
		Clinics
		Employment Discrimination Project. 67113. Aut (var)
		“ Win (var)
		“ .Spr (var)
		Institute for Justice Clinic on Entrepreneurship. 67613. Aut (var)
		“ Win (var)
		“ Spr (var)
		Housing Project. 95013. Aut (var)
		“ Win (var)
		“ Aut (var)
		Courses
		Accounting Theory and the Law. 76301. Spr (3)
		Accounting: An Introduction. 79101. Aut (2)
		Advanced Securities. 48701. Win (3)
		Agency, Partnerships & The Law of Fiduciary Duties. 43401. * (3)
		Antitrust Law. 42802. Aut (3)

Left: Harry Bigelow, Dean of the Law School, 1930-1940.

Bankruptcy and Reorganizations: The Federal Bankruptcy Code. 73601.	Spr (3)	Contract Law Theory. 93702	* (3)
Commercial Transactions. 42101.	Win (3)	Criminal Justice & Cyberlaw. 68302.	Spr (3)
Copyright. 45801.	Spr (3)	Current Controversies in Corporate and Securities Law. 52202.	Win (3)
Corporate Finance. 42501.	Spr (3)	Electronic Commerce Law. 61802.	Win (3)
Corporate Governance. 75001.	Spr (3)	Employment Law & Privacy. 66802.	* (3)
Corporation Law. 42301.	Aut (3)	Entrepreneurial Advocacy. 93402.	Win (2)
"	Spr (3)	Entrepreneurship. 63002.	* (3)
Employment and Labor Law. 43501.	Spr (3)	Entrepreneurship and the Law. 61902.	Aut (1)
Employment Discrimination. 43301.	Win (3)	Federalism & Globalization: Insurance Regulation in the Modern Financial Services Marketplace. 92002	* (3)
Federal Regulation of Securities. 42401.	Aut (3)	Financial Institutions. 63302.	* (3)
Fundamentals of Commercial Real Estate Transactions. 44001.	Win (3)	Issues in Public Sector Labor Relations. 92102.	Win (3)
International Finance. 48901.	* (3)	Nonprofit Organizations. 67802.	* (3)
International Taxation. 44601.	Win (3)	Political Economics of the Regulation of Financial Institutions. 90302.	* (3)
International Trade Regulations. 48401.	Spr (3)	Sports Law. 63902.	Aut (3)
Network Industries. 73501.	* (3)		
Nonprofit Organizations: Concepts & Practices. 74401.	* (3)	CONSTITUTIONAL LAW	
Oil and Gas. 45301.	Spr (3)	Courses	
Patent Law. 78001.	Win (3)	American Law and the Rhetoric of Race. 49801.	Spr (3)
Secured Transactions. 42201.	Win (3)	Constitutional Ideas in the Founding Era. 73401.	Spr (3)
Structuring Venture Capital and Entrepreneurial Transactions. 71401.	Spr (3)	Constitutional Law I: Governmental Structure. 40101.	Aut (3)
Telecommunications Law and Policy. 70401.	Aut (3)	"	Spr (3)
Trademarks and Unfair Competition. 45701.	Aut (3)	Constitutional Law II: Freedom of Speech. 40201.	Win (3)
Seminars		Constitutional Law III: Equal Protection and Substantive Due Process. 40301.	Aut (3)
Advanced Antitrust. 91402.	Spr (3)	"	Win (3)
Advanced Contract Theory. 53202.	* (3)	Constitutional Law IV: Speech and Religion. 40501.	Win (3)
Advanced Issues in Telecommunication Law. 64802.	* (3)	Constitutional Law V: Freedom of Religion. 79401.	Aut (3)
Advanced Labor Law. 64702.	* (3)	Criminal Procedure I: The Investigative Process. 47201.	Aut (3)
Advanced Trademarks & Unfair Competition. 69902.	Win (3)	Criminal Procedure II: The Adjudicative Process. 47301.	Win (3)
Alternative Dispute Resolution. 58402.	* (3)	Criminal Procedure III: Further Issues in Criminal Procedure. 49701.	Spr (3)
Business Planning. 62802.	Win (2)	Foreign Affairs and the Constitution. 74801.	* (3)
Commercial Law: Selected Topics. 68202.*	(3)	Privacy. 79701.	Spr (3)

Regulation of Sexuality. 72201.	Win (3)	Federal Jurisdiction. 41101.	Aut (3)
Sex Discrimination. 73101.	Aut (3)	International Litigation in U.S. Courts.	
Voting Rights & The Democratic Process. 42001.	Win(3)	77101.	Win(3)
Seminars		The Law of Lawyering and the Legal Profession. 40901.	* (3)
The Constitution in Congress. 50112.	Aut (1)	The Lawyer as Negotiator. 41901.	* (3)
"	Win (2)	The Legal Profession. 41001.	Aut (2)
Constitutional Decision Making. 50222.	Spr (3)	"	Spr (2)
Constitutional Revolution of 1937. 90202.	(3)	Local Government Law. 71701	Spr (3)
Current Issues in Racism & the Law. 54302.	Aut (3)	Public Choice. 69001.	Spr (3)
Diversity and Community Standards. 61002.	Win (3)	Remedies. 41401.	Spr (3)
Law and Politics: U.S. Courts as Political Institutions. 51302.	* (3)	State & Local Government Law. 74501.	*(3)
Law of the Executive Branch. 68702.	Spr (2)	Seminars	
Problems in Supreme Court History. 57202.	*(3)	Advanced Civil Procedure: Complex Litigation. 52502.	Win (3)
Religion and the First Amendment. 67902.	*(3)	Alternative Dispute Resolution. 58402.	* (3)
Separation of Church & State. 64502.	*(3)	Advanced Trial Advocacy. 93902.	Aut (3)
Slavery. 79601.	Win (3)	Advanced Criminal Appellate Advocacy. 64502.	Aut (1)
The U.S. Supreme Court. 50302.	*	"	Spr (2)
Unenumerated Constitutional Rights. 95302.	Spr (3)	Class Action Controversies. 93602.	Win (3)
Workshop: Constitutional Law. 63612.	Aut(1)	Complex Appellate Litigation. 51002.	Spr (3)
"	Win(1)	Current Issues in Racism & the Law. 54302.	Aut (3)
"	Spr(1)	Evolution of Legal Doctrines. 65302.	*(3)
COURTS, JURISDICTION, AND PROCEDURE		Intensive Trial Practice Workshop. 67502.	Aut (2)
Courses		Juvenile Justice System. 60102.	Win (3)
Admiralty Law. 71001.	Aut (3)	Law and Politics: U.S. Courts as Political Institutions. 51302.	* (3)
Conflict of Laws. 41501.	* (3)	Legal Interpretation. 51602.	Aut (3)
Criminal Procedure I: The Investigative Process. 47201.	Aut (3)	Pre-Trial Advocacy. 67402.	Spr. (2)
Criminal Procedure II: The Adjudicative Process. 47301.	Win(3)	Trial Advocacy: The Use of Technology in the Courtroom. 90402.	Aut (3)
Criminal Procedure III: Further Issues in Criminal Adjudication. 49701.	Spr (3)	Trial Practice: Strategy and Advocacy. 91702.	Aut (3)
Evidence. 41601.	Win(3)	The U.S. Supreme Court. 50302.	* (3)
"	Spr (3)		

White Collar Criminal Practice and Advocacy. 92202.	Win (3)	Mental Health Advocacy. 67013.	Aut (var)
		"	Win (var)
CRIMINAL LAW AND CRIMINAL PROCEDURE		"	Spr (var)
Clinics		Criminal and Juvenile Justice Project. 67213.	Aut (var)
Criminal and Juvenile Justice Project. 67213.	Aut(var)	"	Win
"	Win (var)	(var)	
"	Spr (var)	"	Spr (var)
Civil Rights Clinic: Police Accountability. 90913.	Aut (var)	Courses	
"	Win (var)	Art Law. 79301.	Spr (3)
"	Spr (var)	Copyright. 45801.	Spr (3)
Criminal Justice Reform. 67313.	Aut (var)	Environmental Law. 46001.	* (3)
"	Win (var)	Family Law. 45001.	Spr (3)
"	Spr (var)	Fundamentals of Commercial Real Estate Transactions. 44001.	Win (3)
"	Aut (var)	Health Care for the Poor. 73801.	Spr (3)
"	Win (var)	Insurance Law and Policy. 43801.	Spr (3)
"	Spr (var)	Labor, Property and Citizenship. 75401.	* (3)
Courses		Labor Law. 43101.	Aut (3)
Criminal Procedure I: The Investigative Process. 47201.	Aut (3)	Law and the Mental Health System. 47001.	Aut (3)
Criminal Procedure II: The Adjudicative Process. 47301.	Win (3)	Oil & Gas. 45301.	Spr (3)
Criminal Procedure III: Further Issues in Criminal Adjudication. 49701.	Spr (3)	Parent, Child, and the State. 47101.	Spr (3)
Evidence. 41601.	Win (3)	Patent Law. 78001.	Spr (3)
"	Spr (3)	Public Land and Resource Law. 44501.	* (3)
Seminars		Regulation of Sexuality. 72201.	Win (3)
Advanced Issues in Criminal Procedure. 60802.	Spr (3)	Remedies. 41401.	Spr (3)
Corporate Crime & Investigation. 66702.	Spr (3)	Sex Discrimination. 73101.	Aut (3)
Crime Control and Policy. 52702.	* (3)	Sex Equality. 488.	* (3)
Criminal Justice & Cyberlaw. 68302.	Spr (3)	Slavery. 79601.	Aut (3)
Federal Criminal Law. 58302.	Aut (2)	Trademarks and Unfair Competition. 45701.	Aut (3)
International Criminal Law. 92602.	* (3)	Trusts & Estates. 45201.	Aut (3)
Law of Abuse. 92802.	Win (3)	Seminars	
Race & Criminal Justice. 63202.	* (3)	Child Development and the Law: Selected Topics. 62502.	* (3)
White Collar Criminal Practice and Advocacy. 92202.	Win (3)	Divorce Practice. 93202.	Aut (3)
		Employee Benefits. 55502.	Aut (2)
FAMILY LAW, PROPERTY RIGHTS, TORTS, AND INSURANCE		Historical & Intellectual Origins of Property. 54802.	* (3)
Clinics		The History of the Law of Use of Land, 1620-1930. 90002.	Spr (3)
		International Patent Law. 65502.	* (3)
		The Juvenile Justice System. 60102.	Win (3)
		Law, Behavior, and Regulation. 65402.	* (3)
		Law and Economics of Health Care	

Systems. 68502.	Spr (3)	Structuring Venture Capital & Entrepreneurial Transactions.	
Law & Practice of Zoning, Land Use & Eminent Domain. 90602.	Spr (2)	71401.	Spr (3)
Law, Science, and Medicine. 93302.	* (3)	Telecommunications Law and Policy.	
Marriage. 68002.	* (3)	70401.	Aut (3)
Theories of Property. 66202.	* (3)	Trademarks & Unfair Competition.	
		45701.	Aut (3)
HEALTH LAW		Seminars	
Clinics		Advanced Antitrust. 91402.	Spr (3)
Mental Health Advocacy.		Advanced Issues in Telecommunication Law. 64802.	Spr (3)
67013.	Aut (var)	Advanced Trademarks and Unfair Competition. 69902.	Win (3)
"	Win (var)	Art Law. 52902.	Spr (3)
"	Spr (var)	Criminal Justice & Cyberlaw. 68302.	Spr (3)
Courses		Current Issues in Law and Technology. 91302.	Aut (3)
Family Law. 45101.	Spr (3)	Electronic Commerce Law. 61802.	Aut (3)
Health Care for the Poor. 73801.	Spr (3)	Entrepreneurial Advocacy. 93402.	Win (2)
Health Law and Policy. 78801.	Win (3)	Entrepreneurship. 63002.	* (3)
Insurance Law and Policy. 43802.	* (3)	Entrepreneurship & the Law. 61902.	Aut (1)
Law and the Mental Health System.		Information Technology Law: Seminar in Complex Industry Transactions.	
47001.	Aut (3)	91502.	Aut (3)
Parent, Child, and the State. 47101.	Win (3)	Sports Law. 63902.	Aut (3)
Seminars		INTERNATIONAL AND COMPARATIVE LAW	
Ethical and Legal Aspects of Health Care. 91802.	Win (3)	Courses	
Law and Economics of Health Care. 68502.	Spr (3)	Colloquy: Nation Identity/Citizenship in U.S. History. 76601.	* (3)
Law, Science, and Medicine. 93302.	* (3)	Commercial Arbitration: Domestic and International. 72101.	* (3)
INTELLECTUAL PROPERTY, TECHNOLOGY LAW, & ENTREPRENEURSHIP		Comparative Constitutionalism and Rights. 76801.	* (3)
Clinic		Comparative Law. 41701.	Aut (3)
Institute for Justice Clinic on Entrepreneurship. 67613.	Aut (var)	Creating a European Common Market. 78601.	* (3)
"	Win (var)	Elements of World Law. 72701.	Spr (3)
"	Spr (var)	Foreign Affairs and the Constitution. 74801.	* (3)
Courses		Globalization: Empirical/Theoretical Elements. 73901.	* (3)
Art Law. 79301.	Spr (3)	International Litigation in the U.S. Courts.	
Antitrust Law. 42801.	Aut (3)		
Copyright. 45801.	Spr (3)		
Entertainment Law. 78301.	* (2)		
Network Industries. 73501.	* (3)		
Patent Law. 78001.	Win (3)		

77101.	Win(3)	State. 93002.	*
International Finance. 48901.	* (3)	Workshop: International Law. 63402.	*
International Taxation. 44601.	Win(3)		
International Trade Regulation.			
48401.	Aut (3)		
Introduction to European Union Law.			
72201.	Aut (3)		
Public International Law. 72901.	Win(3)		
Seminars			
European Legal History: From the 12th Century to Codification. 91902.	* (2)		
Federalism and Globalization: Insurance Regulation in the Modern Financial Services Marketplace. 92002.	* (3)		
Immigration Policy and Law. 44702.	Spr (3)		
International Arbitration 64602.	Aut (3)		
International Criminal Law. 92602.	* (3)		
International Dispute Resolution. 95202.	Spr (3)		
International Law, Human Rights, and War Crimes. 62402.	* (3)		
International Law Seminar. 68602.	* (3)		
Recent Literature on Courts. 54402.	* (3)		
Research in English Legal History. 54902.	* (3)		
Sovereignty & the Origins of the Nation-			
		JURISPRUDENCE AND LEGAL THEORY	
		Courses	
		Contemporary Theories of Justice. 77801.	*(3)
		Economic Analysis of the Law. 73201	Spr (3)
		Feminist Jurisprudence. 70501.	* (3)
		Feminist Philosophy. 47701.	Spr (3)
		Jurisprudence. 76001.	* (3)
		Law and the Mental Health System. 47001.	Aut (3)
		The Legal Profession. 41001.	Aut (2)
		"	Spr (2)
		The Political Economy of the Law. 76401.	* (3)
		Value Pluralism. 77401.	* (3)
		Seminars	
		American Legal Theory. 57802	Win (3)
		Law, Behavior and Regulation. 65402.	* (3)
		Legal Interpretation. 51602.	Aut (3)
		Theories of Equality. 92402.	* (3)



Annual Dinner 1966. Professor Grant Gilmore speaking.

Workshop: Law and Economics. 56012.	Aut (2)	Introductory Income Tax. 44101.	Aut (3)
"	Win (2)	"	Win (4)
"	Spr (1)	Partnership Taxation. 75601.	* (3)
		Structuring Venture Capital and Entrepreneurial Transactions. 71401.	Spr (3)
		Taxation of Corporations I. 75801.	Win (3)
		Taxation of Corporations II. 75901.	Spr (3)
LEGAL HISTORY		Seminars	
Courses		Business Planning. 62802.	Win (2)
American Law and the Rhetoric of Race. 49801.	Spr (3)	Employee Benefits. 55502.	Aut (2)
Constitutional Ideas in the Founding Era. 73401.	Spr (3)	Estate and Gift Tax. 93502.	* (2)
Development of Legal Institutions. 47601.	* (3)	Introduction to Tax Policy. 53702.	* (3)
Historical Themes in Social Welfare and Social Work. 73001.	* (3)	State & Local Finance. 62202.	Win (3)
Survey of American Legal History. 1620-1939. 77501.	* (3)	Tax Policy & Public Finance. 66102.	Win (3)
		Taxation of Derivatives. 64302.	* (3)
		Taxation of Financial Instruments. 70902.	* (3)
Seminars		COMPLEMENTARY, MULTIDISCIPLINARY, & CROSS-LISTED COURSES	
The Constitution in Congress. 50102.	Aut (1)	Courses	
"	Win (2)	Legal Scholarship Workshop. 77011.	Aut (2)
Constitutional Revolution of 1937. 90202.	* (3)	77021.	Spr (1)
Evolution of Legal Doctrines. 65302. (3)	*	American Law & the Rhetoric of Race. 49801 (LL/SOC, POLSCI).	Spr (3)
The History of the Law of Use of Land, 1620-1930. 90002.	Spr (3)	Art Law. 79301.	Spr (3)
Historical & Intellectual Origins of Property. 54802.	* (3)	Contemporary Theories of Justice. 77801. (PHIL)	Spr (3)
Problems in Supreme Court History. 57202.	* (3)	Death. 79201.	Win (3)
Research in English Legal History. 54900.	* (3)	Equality. 78901.	Aut (3)
Roman Law. 59302.	Spr (3)	Globalization: Empirical/Theoretical Elements. 73901 (SOC, POLSCI)	Aut (3)
Women's Legal History. 64002.	Aut (3)	Health Care for the Poor. 73801. (SSA, MED, PUBPOL)	Spr (3)
Workshop: Legal History. 92902.	*	Health Law & Policy. (PPHA)	Win (3)
		Historical Themes in Social Welfare and Social Work. 73001. (SSA, SOC, PUBPOL).	Aut (3)
TAXATION		Introduction to Jurisprudence. 72001. (POLISCI, DIV)	* (3)
Courses			
International Taxation. 44601.	Spr (3)		

Jurisprudence. 76001. (POLSCI)	* (3)	Civil Rights Clinic: Police Accountability.
Policy Analysis: The Evaluation of Social Welfare Programs & Policies.		90913. Aut (var)
74101. (SSA).	Spr (3)	90923. Win (var)
Price Theory. 43601. (ECON).	Aut (3)	90933. Spr (var)
Principles of Social Welfare Policy.		Clinical Experience with the Disabled, Elderly, and Abused Children.
76101. (PUBPOL).	* (3)	
Value Pluralism. 77401. (HIST)	Win (3)	69213. Win (var)
Seminars		69223 Spr (var)
Diversity and Community Standards.		Criminal and Juvenile Justice Project.
61002.	Win (3)	67213. Aut (var)
Game Theory and the Law. 50602.	Win (3)	" Win (var)
Higher Education and Law. 52102.	Win (3)	" Spr (var)
Insider Trading: Law & Economics.		Criminal Justice Reform. 67313. Aut (var)
65802.	* (3)	67323. Win (var)
Law and Economics of Health Care.		" Spr (var)
68502. (PUBPOL).	Spr (3)	Employment Discrimination Project.
Law and Politics: U.S. Courts as		
Political Institutions. 51302.	* (3)	67113. Aut (var)
Politics of Welfare. 55202. (PUBPOL).	Spr (3)	" Win (var)
Recent Literature on Courts. 54402. (POLSCI)	Spr (3)	" Spr (var)
Roman Law. 59302.	* (3)	Housing Project. 95013. Aut (var)
Social Science Research and the Law.		95023. Win (var)
59502.	* (3)	" Spr (var)
Sports Law. 63902.	Aut (3)	Mental Health Advocacy. 67013. Aut (var)
Theories of Equality. 92402. (POLSCI)	Spr (3)	67023. Win (var)
Topics in Advanced Law and Economics.		" Spr (var)
55402.	* (3)	The Institute for Justice Clinic on Entrepreneurship. 67613. Aut (var)
Workshop: Law and Philosophy.		67623. Win (var)
61512. (PHILOS).	Aut (1)	" Spr (var)
"	Win (1)	
"	Spr (1)	
CLINICAL COURSES		Poverty & Housing Law Clinic.



FACILITIES

THE LAW SCHOOL

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

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

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

THE D'ANGELO LAW LIBRARY

Occupying five floors in the central building of the Laird Bell Quadrangle, the D'Angelo Law Library combines one of the finest print collections in the country with the latest technology in electronic text and information access. The Library's unique design—bookstacks surrounded by student carrels and faculty offices—is a physical expression of the Law School's community of scholarship and teaching. Ample seating on all floors of the Library provides students with workstations among the print collections along with connections for laptop access to electronic resources. The print library, numbering more than 650,000 volumes, includes a comprehensive common law collection and extensive civil and international law collections. The electronic collection includes access to an extensive array of campus networked information sources, Internet legal information sources, the Library's online catalog, and Lexis and Westlaw. Faculty and students have unlimited access to all electronic sources from library and home terminals, along with downloading and printing capabilities.

The Library's Web Page—at www.lib.uchicago.edu/e/law/home.html—guides law students and professors to the variety of services provided by the D'Angelo Law Library and is a simple and consistent gateway to an array of legal and economic information sources on the Internet. Statutes, cases, foreign laws, treatises, international law, articles, working papers, catalogs, bibliographies, statistics, directories, news stories,

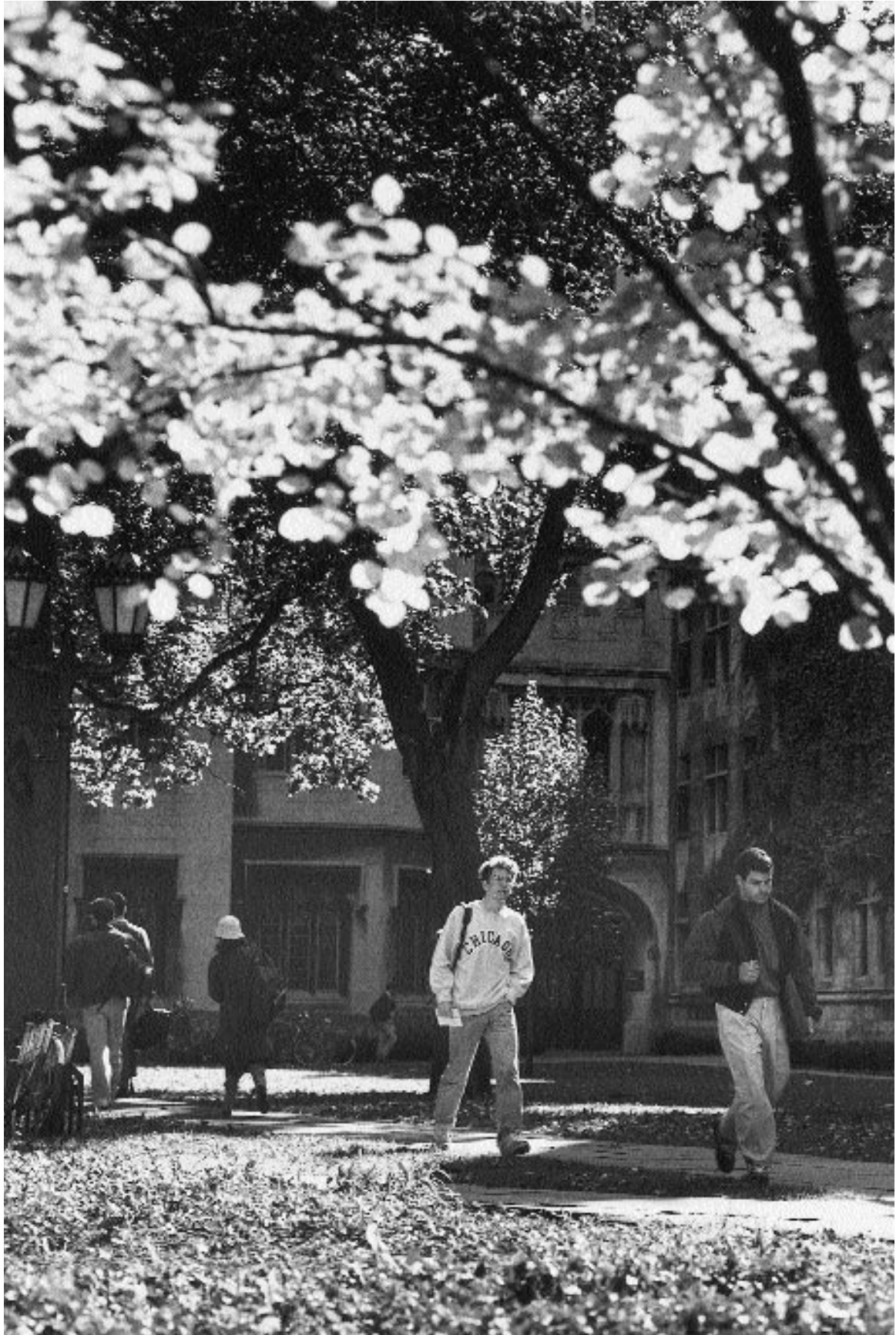
electronic discussions, and past examinations are all available through this service. Using the Web Page, the research centers at the Law School publish their research electronically to the world. Librarians also serve as instructors for legal research, both through the formal research and writing program, and in less formal sessions held during the spring quarter to prepare students for their experience in legal practice.

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

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Placement of the Pevsner sculpture, mid-1960s.



STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

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

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

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

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

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

panel of distinguished judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup champions. The competition is conducted by semifinalists from the previous year, who constitute the Hinton Moot Court Committee.

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

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

LSA supports a variety of student groups, including:

- ACLU, for students interested in exploring issues of civil liberty;
- Amicus, a group which provides networking opportunities for law students' spouses and significant others;
- the Asian-Pacific Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- Book Club, a group devoted to non-casebook reading, writing, and discussions;
- the Bridge Club, for bridge players of all levels;
- the Chicago Law Foundation, a nonprofit organization providing funds for Law School students to work on public interest legal projects;
- the Christian Law Students, organized to discuss the relationship between legal education, the legal profession, and Christianity;
- the Civil Liberarians, for students interested in exploring issues of civil liberty;
- Dallin Oaks Society for student members of the Church of Latter Day Saints;
- the Edmund Burke Society, a conservative debating society;
- the Entertainment Law Society, for students interested in media and entertainment law;
- the Environmental Law Society, organized 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;
- Film Festival, organized to watch and discuss movies with legal themes;
- the Group of Older Law Students, to provide support and social activities for students who have taken time away from school;
- the International Human Rights Law Society provides hands-on legal experience to students interested in Human Rights Advocacy;
- the Intellectual Property Law Society sponsors speakers to address a variety of issues including trademark and patent law;

the International Law Society, organized to examine the legal systems of other countries and their relationship to the Anglo-American legal system;

the J.D./M.B.A. Student Association, providing information and support to students interested and involved in the J.D./M.B.A. program;

the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;

the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;

Law and Internet Forum, to discuss cutting edge topics relative to the law of cyberspace;

Law and Society, a group committed to discussing legal and social issues from a variety of perspectives;

the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state and local level;

the Law School Musical, an annual student musical with faculty guest appearances;

Law School Trivia, an annual student-faculty trivia tournament;

the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;

Lawyers as Leaders, to analyze and discuss theories of leadership with leaders in various fields;

Neighbors, a volunteer community service organization;

Outlaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;

the Phoenix, the Law School student newspaper;

Public Interest Law Society, for students interested in public service issues;

Res Musicata, a chamber group;

the Runners Club, for Law School runners of all distances;

Scales of Justice, an a cappella singing group;

South Asian Law Students, concerned with the interests of South Asian students of the Law School;

Street Law, an organization that sends law students to local high schools to teach legal issues;

St. Thomas More Society, a group that provides spiritual support for Catholic students;

Transfer Student Association, a group dedicated to easing the transition for transfer 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 to participate in fifty-four intramural activities each year, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a campus card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming,

table tennis, track and field, and weight lifting. There are also over 725 intramural teams and forty-two Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball and ultimate Frisbee.

RELIGIOUS LIFE

A rich diversity of spiritual communities is represented among the student body, faculty and staff of the University. Together they create a wide variety of religious programming that is open to all who are interested. Through the arts, worship, social action and scriptural 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 the 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 faith convictions. Inter-religious dialogue enables each participant to learn more about his or her own tradition by encountering another.

The independent religious organizations on campus are responsible for innumerable opportunities to be invigorated by worship and nurtured through fellowship with those of one's own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the most substantive issues to confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

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

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

CAREER SERVICES

The Office of Career Services offers comprehensive career and placement services to students and graduates of the Law School. We welcome and encourage students

and graduates to use the Office of Career Services to explore career options and to learn job search techniques that will serve them well in law school and throughout their professional careers.

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers the on-campus interview programs with more than 300 employers in the fall program and a small winter program and either co-sponsors or participates in numerous off-campus recruitment programs. The office conducts outreach to non-traditional employers and manages information about non-traditional opportunities for students and graduates. The Office of Career Services coordinates the judicial clerkship application process and maintains the a database of more than 1,300 judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs which are often led by practicing lawyers, many of whom are our alumni.

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

At the time of graduation, over 98% of the Class of 2002 had found employment; 75.5% entered private practice; 22% obtained judicial clerkships with judges in the federal appellate or district court; 0.5% obtained finance (investment banks), business (management consulting firms) and corporate (in-house) positions; 2% obtained positions in public service and government. During the summer of 2002, virtually 100% of the Class of 2003 was employed in legal positions. The majority of these opportunities were with law firms; 3% of these positions were with public service and public interest organizations; and approximately 1% were with finance, business and corporate positions. About 90% of the Class of 2004 obtained law-related employment in the summer of 2002. Forty-four percent of the positions were in law firms. Public service and public interest jobs accounted for 35% of the jobs taken. Five percent took intern positions with federal judges. Opportunities in corporate, finance, business and faculty research comprise the remaining 16% of the positions pursued this summer. In recent years, approximately 26% of the students in each graduating class have accepted a judicial clerkship. During the 2002-2003 United States Supreme Court Term, four Law School graduates served as law clerks for United States Supreme Court justices.

PUBLIC INTEREST CAREERS

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support which the Law School offers for students and graduates seeking public interest

work is multifaceted, the common goal is to educate, inspire, and support present, former and future students in their efforts to pursue a career that incorporates a commitment to public service work.

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

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

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

ACADEMIC CAREERS

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

COMPUTER SERVICES

Computer services at the Law School are maintained and continually upgraded by the school's Computing Services Department and the D'Angelo Law Library. These services are designed to facilitate student work in all areas of legal course work and research.

There are two student computer labs, one devoted to Windows users and the other containing a mix of Windows 2000 and Macintosh computers. The labs are located on the second and third floors of the Library. Each caters to students needing to do word processing, or wanting to use word processing and Lexis and Westlaw concurrently. All of the computers are loaded with a variety of additional software to facilitate electronic research and communication. These labs, and several networked classrooms, are used for training students to use the campus network, Internet information sources, email programs, the Library's Online Catalog, and Lexis and Westlaw. All of the Macintosh and Windows machines provide students with downloading and printing capabilities. Storage on Law School maintained servers allows students to have fast and easy access to their files from any workstation. The servers are backed up on a regular basis.

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

HOUSING

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

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



*New Graduate
Residence Hall*

NEW GRADUATE RESIDENCE HALL

A majority of the single first-year Law School students live in the New Graduate Residence Hall (New Grad). Formerly the Center for Continuing Education, designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It has a capacity for about 125 graduate men and women. Approximately 90 of them are first-year law students. Most of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a game room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a nominal cleaning fee associated with the use of the kitchen.) The room rate is \$6,566 or \$7,966 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at \$6,236.

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



International House

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 \$426 per month. There is no mandatory meal plan. All rooms are furnished, including blankets and bed linen.

NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates more than 1,100 apartments in twenty-nine buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from \$414 to \$867 monthly; those for unfurnished are from \$515 to \$1,102 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath.

MEAL SERVICE

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

CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. Assistance in locating child care for children of all ages is available through the University Child Care Referral Service, Benefits Counseling Office, Bookstore Building, 3rd floor, 773/702-1017. Graduate students also may use the services of the Day Care Action Council of Illinois, 773/564-8890. The University has contracted with this private agency to provide free child care referrals.

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

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

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

The University requires all students to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. The insurance requirement may be satisfied in one of two ways:

1. Enrollment in the Student Accident and Sickness Insurance Plan offered by the University, or
2. Completion of the insurance waiver form certifying that the student has insurance coverage comparable to the Student Accident and Sickness Insurance Plan.

MANDATORY QUARTERLY FEES

All registered students must pay the Student Health Fee, which covers services at the Student Care Center and the Student Counseling and Resource Center, as well as the Student Activities Fee, which covers student organization activities and programs coordinated by the Office of the Reynolds Club and Student Activities.

These Fees will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter. Student need to petition their area Dean of Students to receive this waiver.

There are no other grounds for waiver from these two mandatory fees.

AUTOMATIC ENROLLMENT

Students who fail to complete an insurance application/waiver form by the requisite deadline each quarter will be automatically enrolled in the University's Student Accident and Sickness Basic Plan and will be billed for that enrollment. Students approved to register after the deadline must submit an insurance application/waiver form at registration time. Failure to do so will result in automatic enrollment in the Basic Plan.

ELIGIBILITY

The Student Accident and Sickness Insurance Plan is available to all registered students, except for students in Extended Residence, in part-time Graduate School of Business programs, and the evening School of Social Service Administration program. Students may elect the Basic or Advantage Plan. The Basic Plan is also available at additional cost to a student's spouse or registered same-sex domestic partner, and to any unmarried children 19 or younger (children under 23 are eligible if they are full-time students).

For further information about enrollment, contact the Student Insurance Assistant, Registrar's Office, Room 103, 5801 Ellis Avenue, Chicago, Illinois 60637, (773-702-7877). For information about benefits under the plan, contact the University of Chicago Campus Insurance Coordinator at 773-834-4543 or Chickering Claims Administrators, Inc., at 800-294-9410. Students may also submit questions via e-mail to sasi@chickering.uchicago.edu or by email via Chickering's website at www.chickering.com.

IMMUNIZATION REQUIREMENTS

By State of Illinois law, all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for foreign students). The Student Care Center notifies all new students of the requirement and provides instructions for compliance. Students who are not yet compliant are informed by the Immunization Office that their subsequent registration will be restricted if they have not completed the requirement by the sixth week of the quarter. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve their status. of the second quarter. Students required to leave will not receive credit for work done through the end of the fifth week of the quarter. Students living in undergraduate dormitories will be required to leave the University House System.

SECURITY

The University Police Department operates 24 hours a day, seven days a week, on campus and throughout the Hyde Park-South Kenwood neighborhood—the area bounded by 47th Street, 61st Street, Cottage Grove Avenue, and Lake Shore Drive. (The University and the City are discussing plans to expand the boundaries in fall 2001.) Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other's calls within the University Police's coverage area. University Police headquarters is located at 5555 South Ellis Avenue.

There are 242 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, *Common Sense*. *Common Sense* describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and about security policies and awareness campaigns. *Common Sense* is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students, 5801 South Ellis Ave., Chicago, IL 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.

UNIVERSITY POLICIES

STATEMENT OF NON-DISCRIMINATION

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

ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions and access to programs, considers students on the basis of individual merit and

without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to study at the University.

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

Students with disabilities should be directed to contact their area dean of students and the Associate Dean of Student Services (Administration 222, 702-7773) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

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

LEARNING DISABILITIES

The University is committed to working with learning disabled students who have been admitted to help them become full participants in academic programs. In all cases, the usual standards of judgment and assessment of students' overall academic performance apply. Neither the community nor the students concerned are well served by applying special or lesser standards of admission or of evaluation. The Associate Dean of Student Services may make accommodations to assist learning disabled students. Such accommodations need to be reasonable and appropriate to the circumstances, should confer equal opportunity on students with learning disabilities, and must not infringe on the essential requirements of or fundamentally alter the program.

As in the case of other disabilities, faculty and academic staff should instruct learning disabled students to request assistance from their area dean of students and the Associate Dean of Student Services. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

DOMESTIC PARTNERSHIP

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

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

approved by the Benefits Office, the Statement will certify that the student's partnership meets the University's requirements.

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

- Gym – Henry Crown Field Office, 5550 S. University, Room 105
- Library – Regenstein Privileges Office, 1100 E. 57th Street, 1st floor
(bring partner)
- Housing – Graduate Students Assignment Office, 5316 S. Dorchester

UNIVERSITY REPORTS

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

1. The University's campus safety report, *Common Sense*, is published annually and includes the following:

- information regarding transportation on and around campus;
- safety tips and information on security and crime prevention programs;
- campus policy regarding the sale, possession, and use of alcohol and illegal drugs;
- information regarding drug and alcohol education programs;
- crime statistics for the three most recent calendar years;
- campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
- information regarding reporting of criminal activity.

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

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

3. The University's policy concerning privacy and the release of student records is published annually in the University's Student Manual of Policies and Regula-

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

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

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

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

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

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

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

STUDENT REGULATIONS AND DISCIPLINE

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

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



FINANCIAL INFORMATION

FEES

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

Tuition. Tuition in the Law School for 2002–2003 is \$30,714 for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

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

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

EXPENSES

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

FINANCIAL AID FOR J.D. CANDIDATES

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

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

SCHOLARSHIPS

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

LOANS

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

LL.M. STUDENTS

Expenses and financial aid—Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$43,800, with concomitant increases to those with dependents. Funds to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments or other outside sources. Because of the university's financial policy, tuition waivers are not permitted.

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INFORMATION *for* APPLICANTS

PREPARATION FOR THE STUDY OF LAW

We generally do not prefer certain majors over others, but we do value a well-rounded education that has exposed applicants to the humanities and sciences, with a particular emphasis on writing and reasoning skills, as well as foreign languages. For more information, please consult the *Official Guide to ABA-Approved Law Schools*, prepared by the Law School Admission Council and the American Bar Association. This book includes information about pre-law preparation, applying to law schools, and the study of law, as well as information about most U.S. law schools. It is available in many college bookstores and can also be ordered from Law Services, (215-968-1001 or www.lsac.org).

APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

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

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

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by **December 2, 2002**, and will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle will be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision must submit their applications by **February 3, 2003**. Applications received for Regular Decision will be considered on a rolling basis once all supporting materials have been received. Any applications received after February 3 will be considered on a space-available basis only.

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

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

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

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

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

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

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

TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School once they have received their first-year grades. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the law school attended. Transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for selection to the Order of the Coif and may graduate with honors based on their two years of work at the Law School. Requests for transfer applications should be directed to the Admissions Office after April 15th.

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Right: Laying the cornerstone for the new Law School building, 1958.





PUBLICATIONS *of the* FACULTY

Albert W. Alschuler

- "A Century of Skepticism," in *Christian Perspectives on Legal Thought*, Michael McConnell, Robert Cochran, & Angella Carmella, eds (Yale University Press 2001) (also published in *First Things* 34 (February 2002)).
- "Guilty Pleas: Plea Bargaining," in 2 *Encyclopedia of Crime & Justice* 754 (2d ed 2002).
- "Jury: Legal Aspects," in 2 *Encyclopedia of Crime & Justice* 870 (2d ed 2002).

Douglas Baird

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Adrian Vermeule

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David Weisbach

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SIGNIFICANT ACHIEVEMENTS RELATED TO THE CLINICAL PROGRAMS

Mark Heyrman

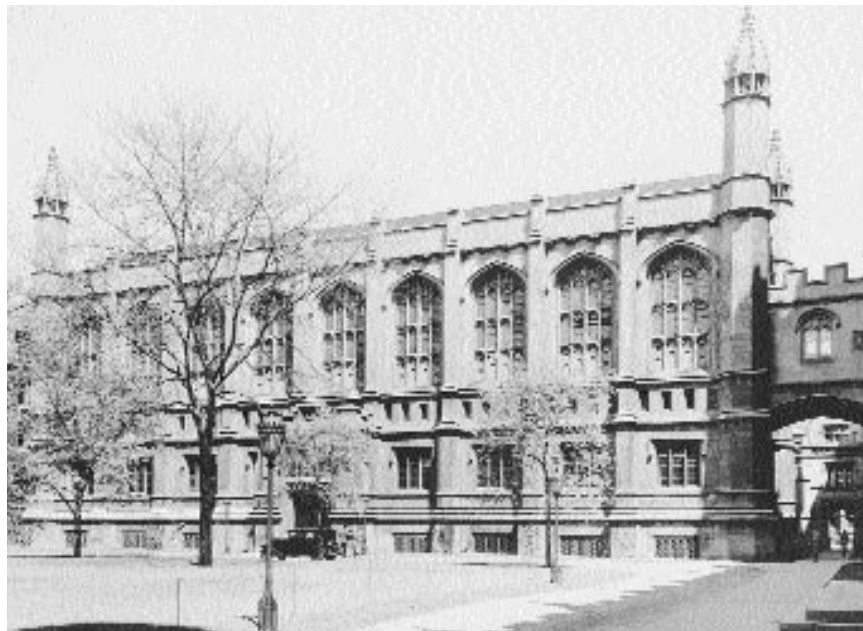
C.J. v. Dept. of Human Services, Nos. 1-99-4248, 1-00-2108 (consolidated), 2002 Ill. App. LEXIS 412 (1st Dist. May 24, 2002). Illinois Appellate Court unanimously affirms decision of Circuit Court granting injunctive relief to a class of more than 100 persons confined at Elgin Mental Health Center requiring that hospital staff exercise individual professional judgment in determining whether to allow class members to go outside on grounds of hospital unescorted. Injunction ends practices of denying such passes to all class members based upon their status as persons acquitted by reason of insanity. Court also affirmed award of attorneys fees to Mandel Clinic.

Successful campaign as lead members of the Mental Health Summit to restore \$20 million to the Illinois state budget for community mental health services.

Recipient of award from the Clinical Legal Education Association, on the tenth anniversary of its founding, for lead role in the creation of that organization.

Randall D. Schmidt

Cooper v. Salazar (N.D. Ill.): On behalf of a state-wide class of victims of discrimination I obtained a permanent injunction barring the Illinois Department of Human Rights from following certain procedures that deprived the class members of their due process rights. 2001 U.S. Dist. LEXIS 17952.



LaFine v. County of Cook (N.D. Ill.): In a sec. 1983 action against Cook County and an individual State's Attorney for failing to clooect back due child support, I won a decision denying the individual State's Attorney either absolute or qualified immunity for his actions.

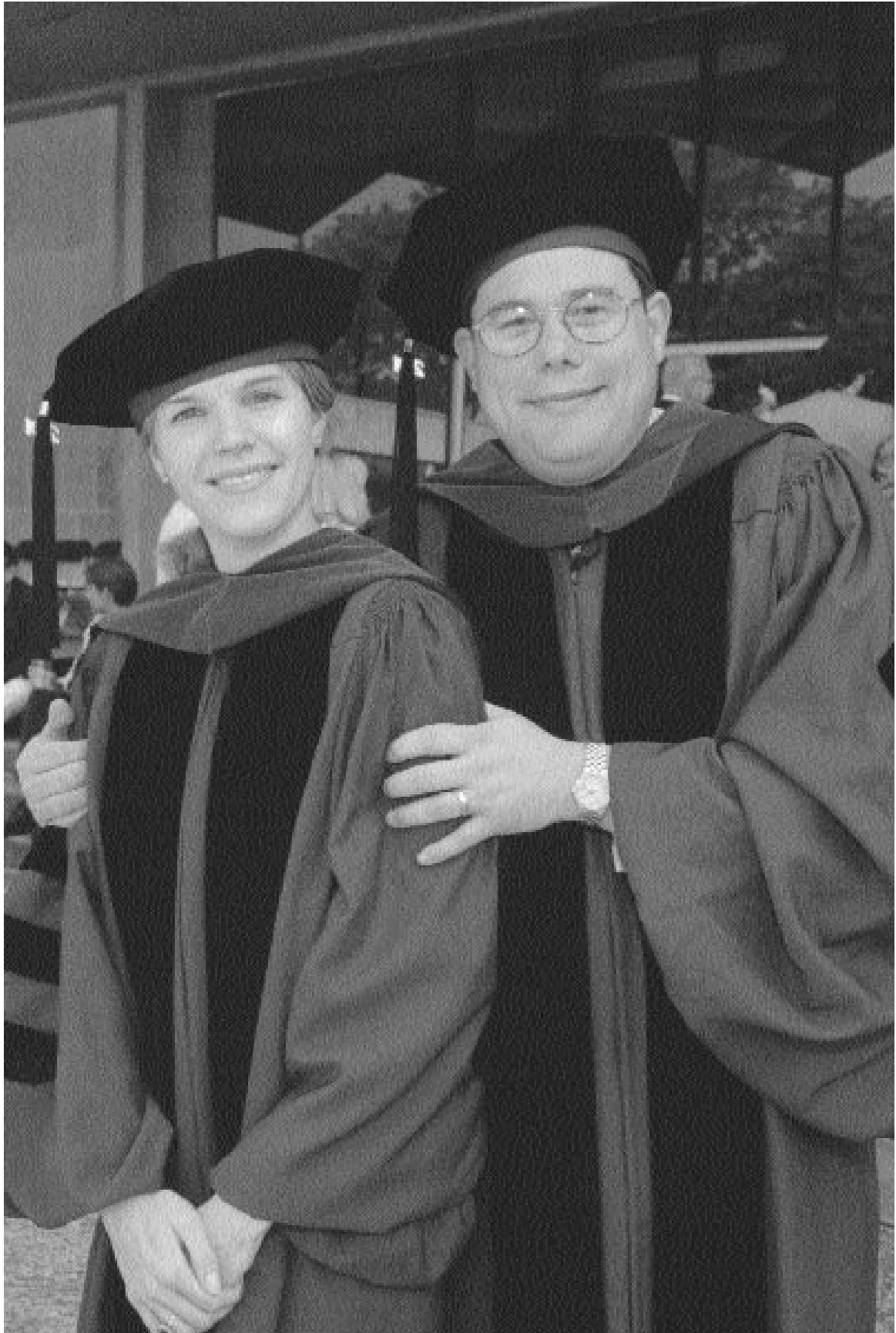
Randolph Stone

Successfully petitioned, with the MacArthur Justice Center, on behalf of a variety of organizations and individuals, the Circuit Court of Cook County for the appointment of a Special Prosecutor to investigate numerous claims of torture and misconduct by members of the Chicago Police Department.

Successfully represented, with Herschella Conyers and Michelle Geller, neighborhood residents charged with matricide and coerced into a video taped confession. The charges were dismissed, after the client was incarcerated for almost 2 years, when (1) psychological test results revealed the improbability of valid Miranda waiver and the likelihood of psychological and/or physical coercion, and (2) DNA testing eliminated the client as the perpetrator.

Y Y Y

Left: Stuart Hall, home of the Law School from 1904 to 1959.



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Ethan Abbott Fenn
* Joseph Anthony Ferraro
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Kristen Louise Filipic
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Zachary Ian Fleischmann
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Amy Marla Gardner
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Joseph N. Gielata
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Josh Goldberg
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Donald Robinson Gordon
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Jonathan Campbell Green
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*† Dov Philip Grossman
* Roger G. Gustafson
Bojan Guzina
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* Caswell Francis Holloway IV
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Gregory Aaron Kane
Louis Andrew Kessler
Tasneem Kezar Khokha
Edward Ghiyun Kim
Mi Jung Kim
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Linda Anneli Ollendorff Lamberson
Matthew Robert Lamm
*† Elizabeth A. Larsen
* Crista Danielle Leahy
Rachel Besara Levinson
Stephanie S. Liang
Clara Elizabeth Lipton
* Darren Lisitza
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Jeffrey R. Miller
Alex Reigart Montgomery
Kevin Lyle Morris

Stephanie Ann Morris
**† Shelley Pierce Murphey
Ryan Laurence Nelson
Felise D. Nguyen
Amy Plauché Nieset
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Christopher Stockton Serra
Palak Vinod Shah

Purvi Harikant Shah
Daniel Eric Shaw
Anne Mathews Sherry
Amy Michelle Silverstein
Stacy Silverstone
Amelia Kara Smith
Aaron Louis Solomon
George Reynolds Spatz
Anita Michelle Sra
Angela Kristin Steele
William Ross Stewart Jr.
Michael Keith Stransky
*† Aleeza Malkah Strubel
* Damon William Taaffe
Felix Anthony Torres
Heather Elizabeth Kelly Trachtenberg
Brian Kelly Trachtenberg
Alia Bree Vinson
Bijal Nagji Vira
Joshua H. Walker
Erika Nicole Walsh
Mona C. Wang
Mark Stuart Warnick
David Craig Weil
* Lesley Michelle Wexler
Daniel Chul Whang
Mary Beth Wynn-Smith
* Alice W. Yao
* Stephanie Yu
Marny Murphy Zimmer

* With Honors
** With High Honors
*** With Highest Honors
† Order of the Coif

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE
STUDENT BODY DURING 2001–2002

	<i>No. of Students</i>		<i>No. of Students</i>
Agnes Scott College	1	Fairfield University	1
American University	2	Florida International University	1
Amherst College	5	Florida State University	3
Arizona State University	3	Georgetown University	17
Asbury College	2	Georgia Institute Of Technology	3
Azusa Pacific University	1	Grinnell College	3
Barnard College—Columbia University . . .	1	Grove City College	1
Baylor University	3	Hamline University	1
Bob Jones University	1	Hampshire College	1
Boston College	3	Harding University	1
Boston University	2	Harvard University	24
Bowdoin College	2	Haverford College	1
Brandeis University	3	Hitotsubashi University	1
Brigham Young University	16	Hobart College	1
Brisk Rabbinical College	1	Illinois Wesleyan University	1
Brown University	12	Indiana University—Bloomington	5
Bryn Mawr College	2	Indiana University—South Bend	1
Bucknell University	1	Instituto Tecnológico y de	
Butler University	1	Estudios Superiores De Monterrey	1
California State University	1	Johns Hopkins University	4
California State University-Fresno	2	Julliard School	1
Calvin College	1	Katholieke Universiteit Leuven	1
Carleton College	5	Keio University	1
Carnegie Mellon University	1	Kenyon College	1
Cedarville College	1	Lafayette College	1
China University of Political	1	Lawrence University	3
Claremont Mckenna College	2	London School of Economics and	
Collège d'Europe, Belguim	1	Political Science	1
College of William and Mary	3	Loyola College in Maryland	1
College of Wooster	1	Loyola University of Chicago	3
Columbia University-Columbia College . . .	6	Luther College	1
Cornell University	9	Massachusetts Institute of Technology	4
Dartmouth College	9	McGill University	1
De Paul University	3	Miami University Oxford	1
Denison University	1	Michigan State University	2
Depauw University	1	Middlebury College	1
Duke University	14	Moscow State University	1
Università Deglia Studi Di Milano	1	National University of Singapore	1
Earlham College	1	New York University	2
Emory University	7	Newcomb College of Tulane University . . .	1

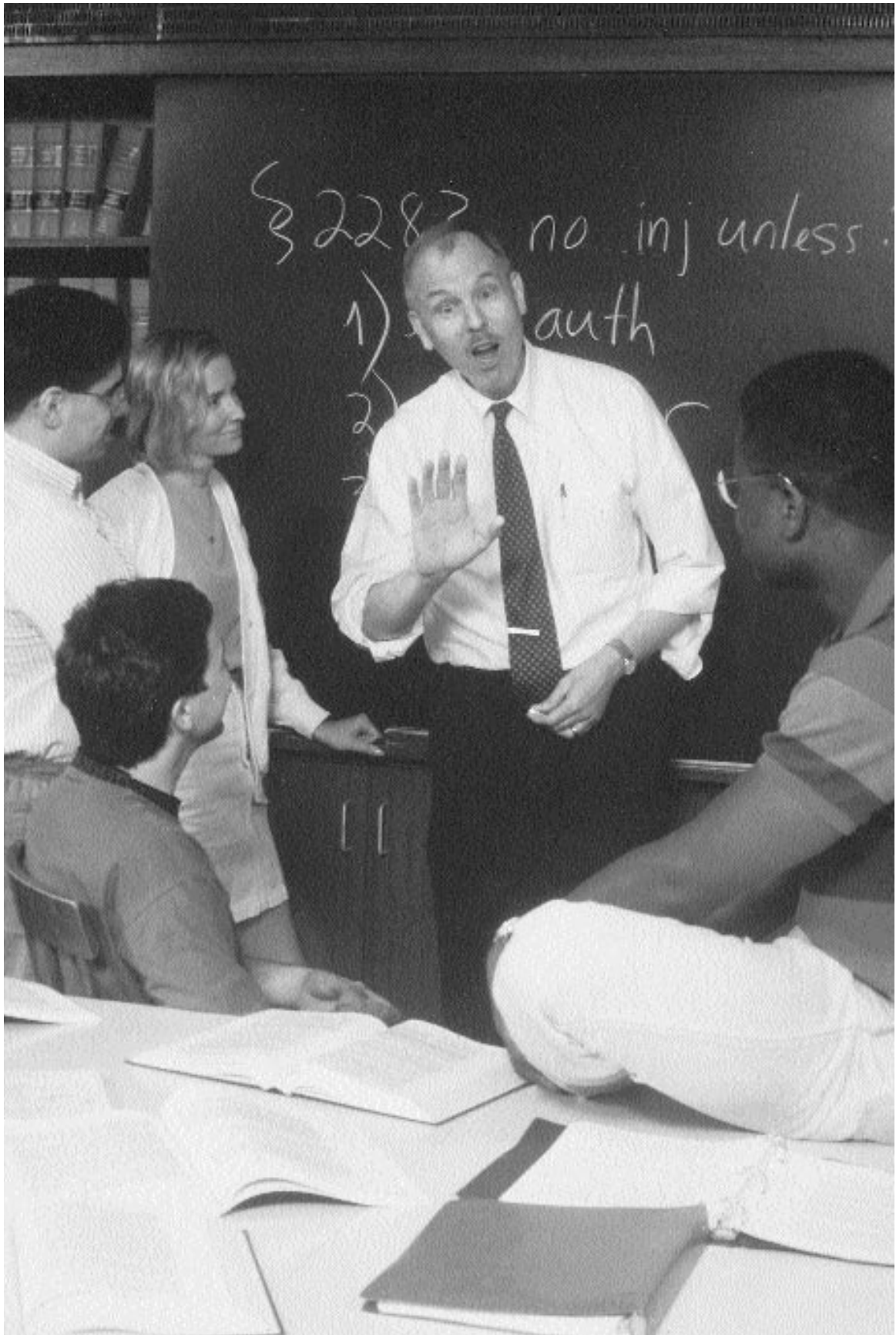
<i>No. of Students</i>	<i>No. of Students</i>
North Carolina State University-Raleigh . . . 1	Universidad Interamericana de Puerto Rico 1
Northeastern Illinois University 1	Universidade de São Paulo 4
Northern Illinois University 1	Universidade do Estado do Rio de Janeiro . 1
Northwestern University 18	Universidade Federal de Minas Gerais . . . 1
Oakwood College 1	Università degli Studi di
Oberlin College 1	Modena E Reggio Emilia 1
Ohio State University—Columbus 2	Università degli Studi di
Ohio University 2	Roma “La Sapienza” 1
Oklahoma State University—Stillwater . . . 1	Universität Freiburg 1
Otterbein College 1	Universität St. Gallen 2
Pensacola Christian College 1	Universität Zürich 2
Pomona College 3	Université d’ Aix-Marseille 1
Pontificia Universidad Catolica De Chile . . 3	Universita Degli Studi Di Genova 1
Princeton University 13	Universite Paris II Pantheon—Assas 1
Providence College 1	University College Dublin 1
Purdue University—West Lafayette 2	University of Alaska—Fairbanks 1
Rhodes College 1	University of Arizona 2
Rice University 7	University of California—Berkeley 15
Rutgers State University 1	University of California-Hastings 1
Saint Louis University 2	University of California—Irvine 1
Saint Mary’s College of California 1	University of California—Los Angeles 8
Saint Mary’s University of Texas 1	University of California—San Diego 4
Saint Olaf College 1	University of Chicago 34
San Diego State University 1	University of Cincinnati 2
Smith College 2	University of Colorado—Boulder 1
Southern Methodist University 1	University of Colorado—Denver 1
Stanford University 6	University of Delaware 1
SUNY College at Binghamton Center 3	University of Florida 4
SUNY College at Geneseo 1	University of Georgia—Athens 2
Swarthmore College 2	University of Houston 2
Syracuse University 1	University of Illinois at Chicago 3
Taylor University 1	University of Illinois—Urbana-Champaign .
Texas A & M University—College Station . 1	16
Trinity University 2	University of Iowa 2
Truman State University 1	University of Massachusetts—Boston 1
Tufts University of Arts and Sciences 2	University of Melbourne 1
Tulane University 2	University of Michigan—Ann Arbor 14
United States Air Force Academy 1	University of Minnesota—Minneapolis . . . 2
United States Military Academy 1	University of Minnesota-Morris 1
Universidad Catolica Andes Bello 1	University of Missouri—Columbia 2
Universidad de Catolica Argentina 1	University of Missouri—Saint Louis 1
Universidad de Buenos Aires 2	University of Nevada—Las Vegas 1
Unversidad de Chile 1	University of North Carolina—Chapel Hill 3
Universidad de Costa Rica 2	University of Notre Dame 11
Universidad Iberoamericana 1	University of Pennsylvania 17

	<i>No. of Students</i>		<i>No. of Students</i>
University of Pittsburgh	1	Wake Forest University	3
University of Rochester	1	Walla Walla College	1
University of San Diego	1	Waseda University	1
University of Southern California	3	Washington & Lee University	2
University of Texas—Arlington	1	Washington University	6
University of Texas—Austin	13	Wesleyan University	7
University of Texas—Dallas	1	Western Michigan University	1
University of Texas—El Paso	1	Wheaton College	3
University of Tokyo	3	Willamette University	1
University of Toronto	2	Williams College	7
University of Utah	2	Winthrop University	1
University of Virginia	9	Yale University	14
University of Washington	7	Yeshiva University	1
University of Wisconsin—Madison	9		
University of Wisconsin—Stevens Point	1		
Utah State University	1	Total number of schools	
Valparaiso University	1	represented	203
Vanderbilt University	8		
Vassar College	3		
Virginia Military Institute	1		

RESIDENCE OF STUDENTS
2001-2002

	<i>No. of Students</i>		<i>No. of Students</i>
<i>I. Northeast</i>			
Connecticut	5	Florida	13
District of Columbia	12	Georgia	13
Maine	1	Kentucky	1
Maryland	7	Louisiana	7
Massachusetts	13	Mississippi	1
New Hampshire	1	North Carolina	10
New Jersey	21	South Carolina	4
New York	40	Tennessee	3
Pennsylvania	14	Virginia	26
Rhode Island	2	West Virginia	1
Vermont	1	Southeast Total	80
Northeast Total	117	<i>III. Middle West</i>	
<i>II. Southeast</i>			
Alabama	1	Illinois	121
		Indiana	10
		Michigan	17

	<i>No. of Students</i>		<i>No. of Students</i>
Ohio	20		
Wisconsin	15		
Middle West Total	183		
 IV. Southwest			
Arizona	3		
Oklahoma	3		
Texas	39		
Southwest Total	45		
 V. Plains Area			
Iowa	7		
Kansas	2		
Minnesota	12		
Missouri	11		
Nebraska	3		
North Dakota	1		
Plains Area Total	36		
 VI. Far West			
Alaska	3		
California	65		
Colorado	6		
Hawaii	1		
Idaho	2		
Montana	1		
Nevada	1		
Oregon	3		
Utah	11		
Washington	11		
Far West Total	104		
 VII. Foreign Countries			
Argentina	3		
Bosnia	1		
Brazil	7		
Canada	6		
Chile	4		
Colombia	1		
Costa Rica	2		
France	1		
Germany	12		
India	2		
Ireland	1		
Italy	3		
Japan	6		
Mexico	3		
P.R. China	2		
Peru	1		
Philippines	1		
Puerto Rico	3		
Russian Federation	1		
Singapore	2		
Switzerland	5		
Taiwan	2		
Venezuela	1		
Foreign Countries Total	70		
 Total number of students			
	635		
Number of states represented			
	46		
Foreign countries represented			
	23		



LAW SCHOOL FUNDS *and* ENDOWMENTS

PROFESSORSHIPS

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

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

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

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

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

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

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

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

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

First Amendment studies.

The Kirkland & Ellis Professorship was established in 1984 by members of the law firm of Kirkland & Ellis, and its partner, Howard G. Krane, a member of the Class of 1957.

The Julius Kreeger Professorship in Law and Criminology was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband, Julius Kreeger, a member of the Class of 1920.

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

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

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

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

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

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

The Max Pam Professorship in American and Foreign 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 Max Rheinstein Visiting Professorship in Law was created in 1986 by the government of the Federal Republic of Germany in honor of Max Rheinstein, a refugee from Nazi Germany who was a member of the Law School faculty from 1935 until his death in 1977. The professorship brings a faculty member from Germany to the Law School for one quarter each year to teach and conduct research in the area of German legal studies.

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

The Arnold I. Shure Professorship was established in 1971. The professorship, which focuses on urban law, was made possible by a grant from the Ford Foundation.

Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, a member of the Class of 1929.

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

The John P. Wilson Professorship in Law was established in 1929 with funds contributed for the John P. Wilson Memorial Foundation by John P. Wilson, Jr. and Anna Wilson Dickinson as a memorial to their father, a member of the Chicago Bar.

The Wilson-Dickinson Professorship in Law was established in 1974 by the Trustees of the University with funds from the John P. Wilson Memorial Fund, to honor the memory of the donors of the John P. Wilson Memorial Fund, John P. Wilson, Jr. and Anna Wilson Dickinson.

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

SCHOLARSHIP FUNDS

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

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

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

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

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

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

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

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

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by

bequest under the will of Eleanor C. Collins.

The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The Fund provides scholarship support to a second- or third-year law student.

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

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

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

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

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

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

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

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

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

The Friedman & Koven Scholarship was established in 1981 by the partners of Friedman & Koven to provide scholarships in the Law School.

The Edward D. Friedman Scholarship Fund was created in 1994 by Eleanor Meldahl of Truro, Massachusetts. It honors the life and career of her friend Edward D. Friedman (A.B. 1935, J.D. 1937), one of the nation's most distinguished labor lawyers. The Fund provides financial aid to deserving law students on the basis of financial need.

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

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

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

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

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

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

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

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

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

The Joseph and Marion Heffernan Scholarship Fund was created in 1995 by William C. Heffernan (J.D. 1978) in memory of his parents. The Fund provides scholarship support to students on the basis of financial need.

The Stuart Cardell Hyer Scholarship was established in 1972 as a memorial to Stuart C. Hyer (J.D. 1955), by his parents, Ebba Cardell Hyer and Stanton E. Hyer (J.D. 1925).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Malcolm Sharp Scholarship Fund was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Malcolm P. Sharp, Professor in the Law School from 1933-1965.

The Daniel C. Smith Scholarship Fund was created in 1992 by Daniel C. Smith (A.B. 1938, J.D. 1940). Proceeds from this endowed Fund are used to provide financial aid to deserving and academically promising students at the Law School.

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

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

The Stonewall Scholarship was created in 1989 and is awarded by the Dean of Students

to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

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

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

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

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

The S. K. Yee Scholars Fund was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These moral obligation scholarships are awarded annually to twenty law students as determined by the Dean of the Law School.

PUBLIC SERVICE FUNDS

The Braeside Foundation Public Service Fund was created in 1995 to provide supplemental grants to students of the Law School who accept summer internships with pro bono or public service organizations.

The James C. Hormel Public Service Fund was created in 1986 by Mr. Hormel, a member of the Class of 1958 and Dean of Students at the Law School from 1961 to 1967, to support the James C. Hormel Public Service Program at the Law School. This program is designed to encourage participation by students and graduates in public service activities.

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

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class

of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.

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

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

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

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

The Bobette and James Zacharias Fund was established in 1982 by family and friends in honor of James L. Zacharias, a member of the Class of 1935, on the occasion of his 70th birthday. The Fund provides support for the work of the Mandel Legal Aid Clinic.

FELLOWSHIP FUNDS

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

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

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

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

The Thyssen Fellowships were created in 1979 under a grant from the Fritz Thyssen Stiftung of Cologne, Germany, to assist scholarly and student exchanges between the Law School and German universities.

The Edgar Wayburn Fellowship in Environmental Law was established in 1990 by Daniel Greenberg (J.D. 1965) in honor of Dr. Wayburn. The Fellowship underwrites a summer clerkship at the Sierra Club Legal Defense Fund for a Law School student. Dr. Wayburn is an ardent environmentalist and former President of the Sierra Club.

LOAN FUNDS

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

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

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

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

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

The James Parker Hall Loan Fund was established by the alumni of the Law School in memory of the late Dean Hall.

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

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

The Law School Student Loan Fund.

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

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

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

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

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

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

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

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

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

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

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

The Florence and Irving Stenn Loan Fund was established in 1970 by Irving N. Stenn, Sr. (J.D. 1927) and Florence Stenn.

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

RESEARCH AND OTHER FUNDS

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

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

The Paul M. Bator Research Fund was created in 1989 in memory of Professor Bator by his

family and friends to support faculty research in the field of federal jurisdiction.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Herbert F. Geisler Mandel Clinic Fund was created in 1985 to honor Mr. Geisler, a member of the Class of 1929, by one of his classmates. The Fund underwrites special projects in the Edwin F. Mandel Legal Aid Clinic.

The Burton and Adrienne Glazov Faculty Fund was created in 1990 by Burton (J.D. 1963) and Adrienne Glazov in honor of the graduation from the Law School of their daughter, Alison (J.D. 1990). The proceeds of the Fund are used to support the recruitment and retention of outstanding teachers and scholars for the faculty.

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

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

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

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

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

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

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

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

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

The Harry Kalven, Jr. Memorial Fund was established in 1974 by the family, friends, and former students of Harry Kalven, Jr. (J.D. 1938). Mr. Kalven, who had been a member of the faculty since 1946, was the Harry A. Bigelow Professor of Law at the time of his death.

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

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

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

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

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

The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1929, to support distinguished Law School faculty.

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

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

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

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

The Margaret & Richard Merrell Fund in Taxation was created in 1990 to support faculty conducting scholarly research and one or more fellowships for students undertaking a special research project in the area of taxation. The Fund was established by the Margaret and Richard Merrell Foundation under the aegis of its president, Herbert Portes (A.B. 1934, J.D. 1936).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Arnold and Frieda Shure Research Fund, one of the Law School's first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems, which touch closely the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the Fund were

expanded to support significant publications, including books and articles, by senior members of the Law School's faculty. Recipients of grants from the Fund are given the title "Shure Scholars" and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the Fund may be used from time to time to support the acquisition of rare books or rare documents for the Law Library.

The Sonnenschein Fund was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Until a permanent designation is made, income from the Fund is to be used at the discretion of the Dean of the Law School.

The Leonard Sorkin Faculty Fund was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in honor of the 50th Graduation Anniversary of Bernard G. Sang (J.D. 1935).

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

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

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

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

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

CLASS FUNDS

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

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

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

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

The Class of 1940 Fund was established by members of the Class of 1940 on the occasion of their 50th Reunion. The proceeds of the Fund are designated for the support of stu-

dent financial aid and the central educational and scholarly mission of the Law School as determined by the Dean.

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

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

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

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

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

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

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

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

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

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

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

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

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

The Class of 1958 Fund is designated to support faculty and student programs as designated by the Dean of the Law School. The Fund was established in celebra-

tion of the 35th Reunion of the Class of 1958.

The Class of 1959 Fund was founded to provide support for the Law School's faculty and student programs. The Fund was established by members of the Class of 1959, in celebration of the 35th anniversary of their graduation.

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

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

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

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

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

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

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

The Class of 1967 Fund was established by members of the Class of 1967, on the occasion of their 25th Reunion. The Fund supports the central intellectual and scholarly mission of the institution.

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

The Class of 1969 Fund was established by members of the Class of 1969, as part of their 25th Reunion celebration. The Fund supports the central academic mission of the Law School by providing unrestricted support for its programs.

The Class of 1970 Fund was established by members of the Class of 1970, on the occasion of their 20th Reunion. The Fund exists to further the academic pursuits and paracurricular interests of the students and faculty of the Law School.

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

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

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

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

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

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

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

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

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

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

The Class of 1981 Fund was established in 1991 in recognition of the Class's 10th Reunion. Pending future designation by the members of the Class, the Fund currently supports the unrestricted needs of the Law School as identified by the Dean.

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

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

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

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

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

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

LIBRARY FUNDS

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

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

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

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

The Harry C. Bull Endowed Library Fund was established in memory of Mr. Harry C. Bull '85 and his daughters, Madeline and Alexandra, by their friends and family in 2002. The fund supports the acquisition and preservation of library materials, with special emphasis on the acquirement of books dealing with maritime law.

The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan.

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

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

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

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

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

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

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

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

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

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

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

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

The Walter Harnischfeger Library Fund in International Business Law was established in 1979 in memory of Walter Harnischfeger by the Harnischfeger Foundation for the acquisition of library materials on international business law.

The Wallace Heckman Memorial Fund was established in 1929 by Mrs. Heckman in memory of her husband, business manager of the University from 1903 to 1924.

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

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

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

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

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

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

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

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

The McDermott, Will & Emery Law Library Fund was established in 1978 by partner Lorenz F. Koerber, Jr. (LL.B. 1942), and is supported by gifts from other members of the firm.

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

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

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

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

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

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

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

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

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

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

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the Fund are used for the acquisition of materials for the D'Angelo Law Library.

The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (A.B. 1935, J.D. 1937) by his brothers Richard and Robert, and by his friend Lillian Cohen. The Fund is used at the discretion of the Dean of the Law School and the Law Librarian to purchase materials for, and to preserve the collection of, the D'Angelo Law Library.

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

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

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

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

HONORS AND PRIZES

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

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

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

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin, a 1917 alumnus of the University, to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and proce-

dures of our government or any of its branches or departments, at the city, state, or federal level.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10 % of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the Dean of the Law School on the basis of recommendations from the editors of *The Journal of Law and Economics*, *The Journal of Legal Studies*, and *The University of Chicago Law Review*.

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

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

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

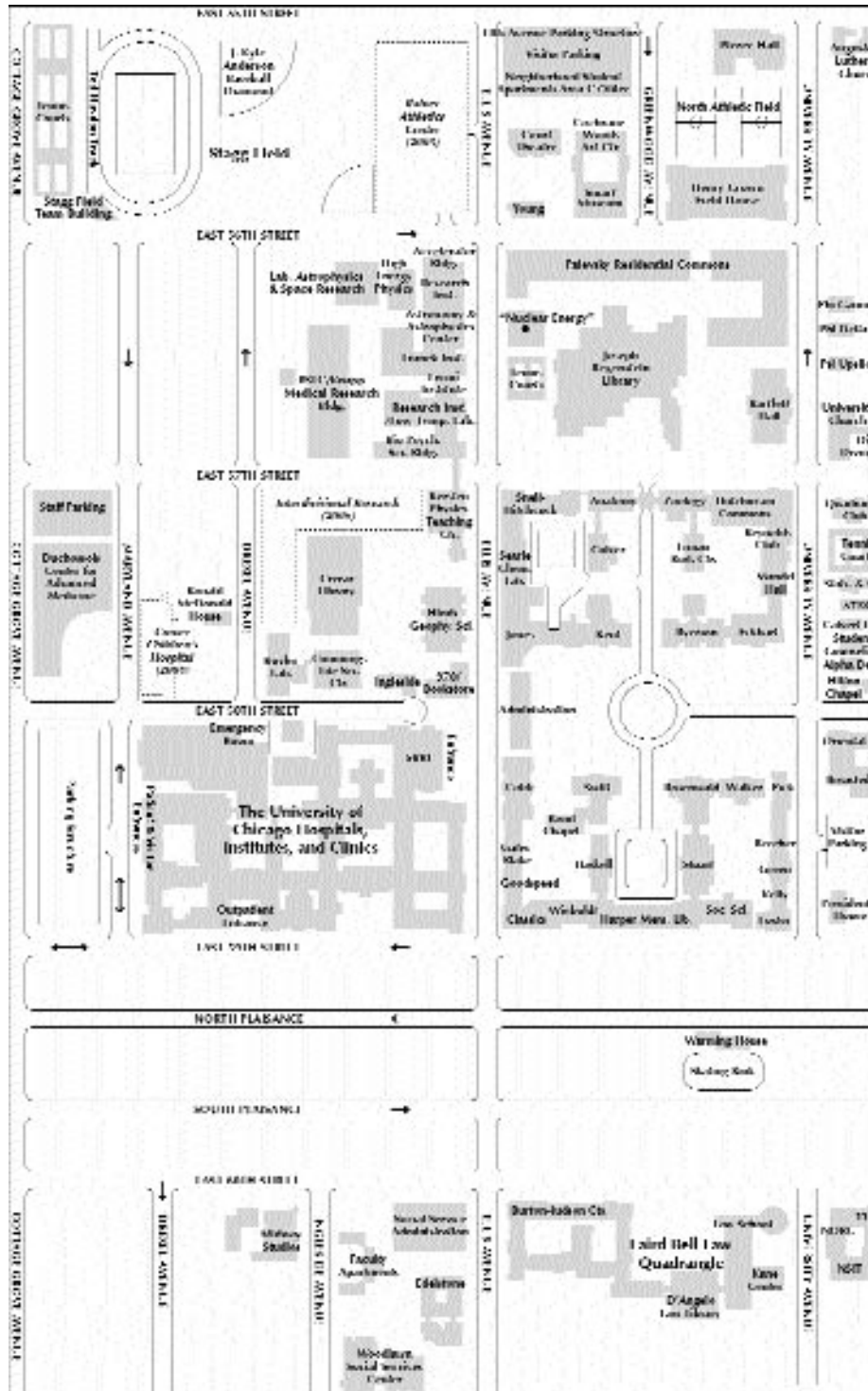
The Karl Llewellyn Memorial Cup, for excellence in brief writing and oral argument in the Law School.

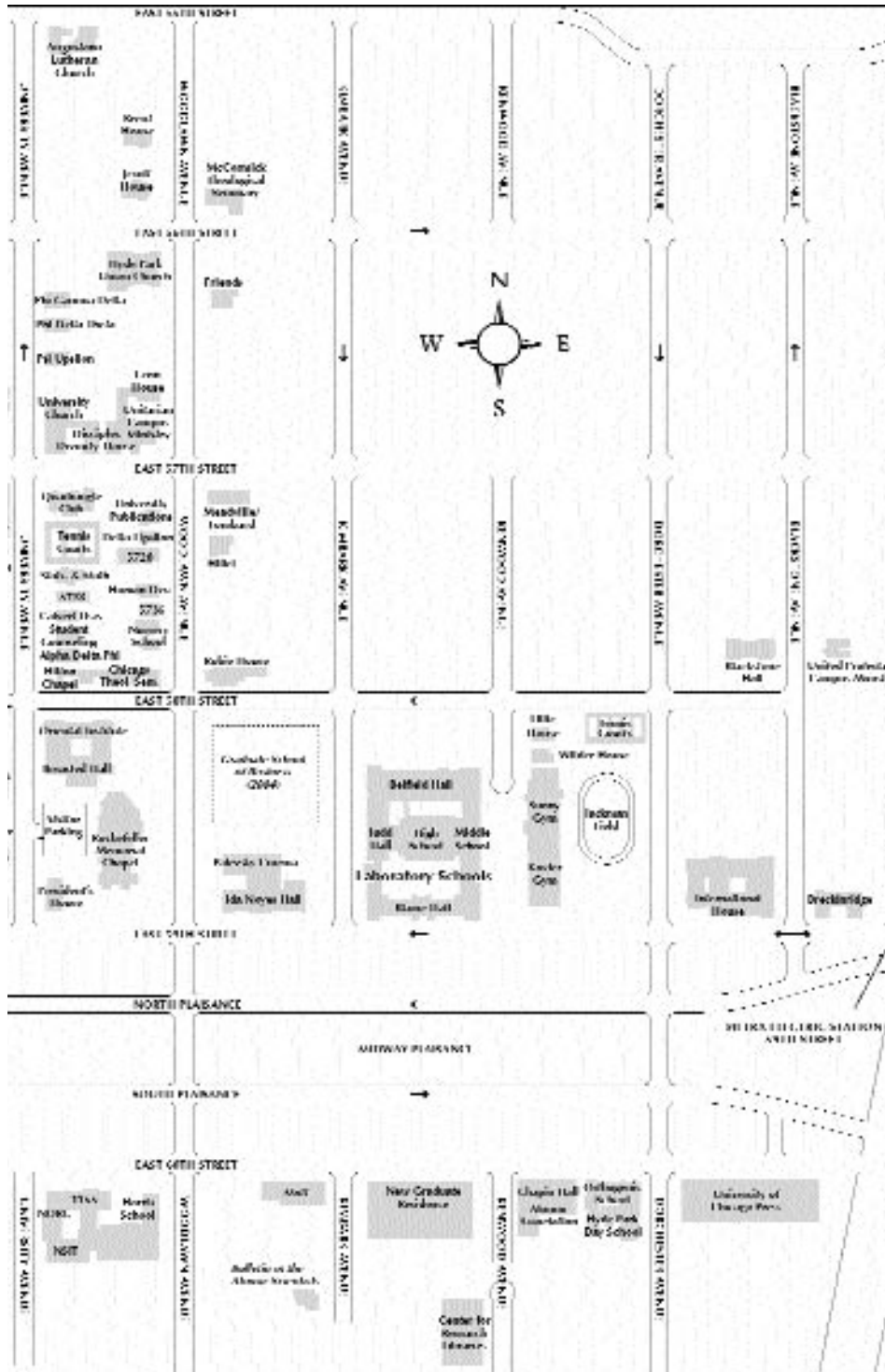
The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

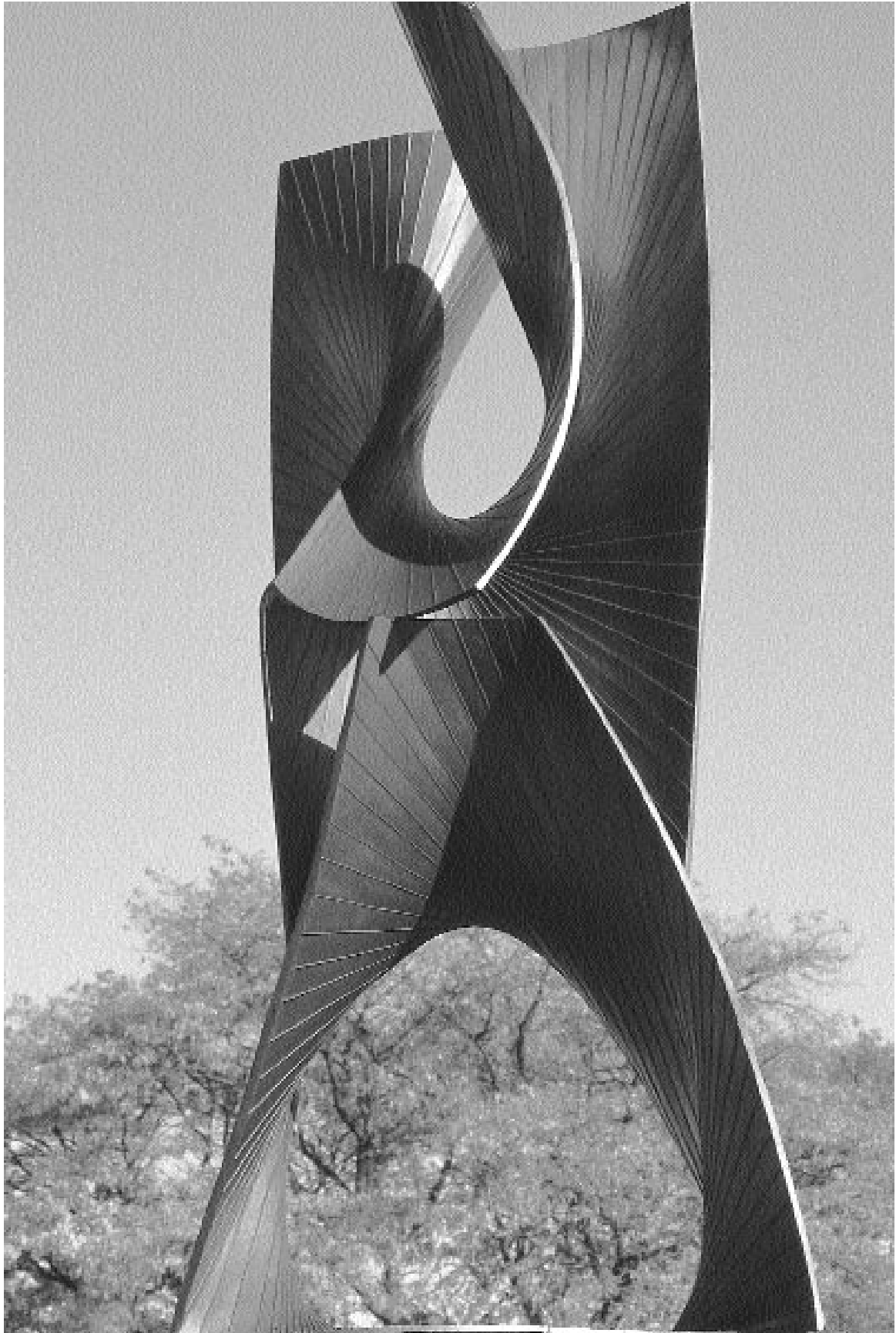
The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding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

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

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







LAW SCHOOL CALENDAR 2002-2003

AUTUMN QUARTER

September 30	Monday	Classes begin.
October 14, 15, 16	Monday-Wednesday	Callback days
November 28 & 29	Thursday & Friday	Thanksgiving break
December 6	Friday	Last day of classes
December 7-10	Saturday-Tuesday	Reading period.
December 11-16	Wednesday-Monday	Exam period.
December 17-		
January 5	Tuesday -Sunday	Winter Break

WINTER QUARTER

January 6	Monday	Classes begin.
March 7	Friday	Last day of classes.
March 8-11	Saturday-Tuesday	Reading period.
March 12-17	Wednesday-Monday	Exam period.
March 18-30	Tuesday -Sunday	Spring Break

SPRING QUARTER

March 31	Monday	Classes begin.
May 23	Friday	Last day of 2L/3L classes.
May 24-25	Saturday-Sunday	.Reading period for 2Ls/3Ls begins.
May 26-31	Monday-Saturday	Early exam period for 2Ls/3Ls.
May 30	Friday	Last day of 1L classes
June 1-5	Sunday-Thursday	Regular exam period for 2Ls/3Ls
June 6, 9,12	Fri., Mon., Thurs.	1L Exams
June 13	Friday	Graduation