

Fall 2011

Law School Announcements 2011-2012

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THE UNIVERSITY OF
CHICAGO



THE LAW SCHOOL
ANNOUNCEMENTS 2011-2012

THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2011



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OFFICERS AND FACULTY

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Judith M. Wright, B.S., M.A., J.D., Associate Dean for Library and Information Services and Lecturer in Law

Albert Yoon, M.A., J.D., Ph.D., Visiting Professor of Law

LECTURERS IN LAW

Russell Aisnworth

Gabriel Aizenberg

Barry Alberts

Joseph Alesia

Philip Bach

Tony Bangs

Robert Berger

Randy Berlin

Jack Bierig

Michael Bloom

Andrew Boutros

David Bowers

Michael Brody

James Burnham

Erin Casey

Dennis Chookaszian

James A. Clark

James E. Clark

Zachary Clopton

John Collins

Keith Crow

Alan D'Ambrosio

Scott Davis

Chad J. Doellinger

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Elizabeth Duquette

Tom Dutton

Lee Epstein

David Evans

Mark Fennell

Sheila Finnegan

Todd Fishbein

Jim Foorman

Elizabeth Frankel

Michael Friedman

Richard Friedman

Michael Gahard

Georgie Boge Geraghty

Thomas F. Geselbracht

William Golden

Todd Golub

Thomas Hale

Teresa Wilton Harmon

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Robert Helman

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David Hilliard

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 Brian Murray
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 Sylvia Neil
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 Erica Pfleger
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 Richard W. Shepro
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 Michael A. Stegman
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 Michael Sweeney
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 Michael Thompson
 Tara Thompson
 Preston Torbert
 Kevin Van Wart
 Keith Villmow
 Elizabeth Wang
 James Whitehead
 Uli Widmaier
 Maria Woltjen
 Lawrence Wood

TEACHING FELLOWS

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 Alexander Boni-Saenz, A.B., M.Sc., J.D., Bigelow Fellow
 Charles L. Edwards, B.B.A., J.D., Curley Fellow
 Ryan Long, B.A., Ph.D., Law and Philosophy Fellow
 Andres Sawicki, S.B., J.D., Bigelow Fellow
 Victoria Schwartz, B.S., B.A., J.D., Bigelow Fellow
 Naomi Schoenbaum, B.A., J.D., Bigelow Fellow
 Julia Simon-Kerr, B.A., J.D., Bigelow Fellow
 Michael Tankersley, B.A., J.D., Kramer Fellow
 Sherod Thaxton, B.A., M.A., J.D., Ph.D., Dickerson Fellow

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Craig B. Futterman, B.A., J.D., Clinical Professor of Law
Mark J. Heyrman, A.B., J.D., Clinical Professor in Law
Jeffrey Leslie, B.A., J.D., Acting Associate Dean for Clinical and Experiential Learning, Clinical Professor of Law, Paul J. Tierney Director of the Housing Initiative, and Faculty Director of Curriculum
Randall D. Schmidt, A.B., J.D., Clinical Professor of Law
Alison Siegler, B.A., J.D., LL.M., Associate Clinical Professor of Law
Randolph N. Stone, A.B., J.D., Clinical Professor of Law
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THE LAW SCHOOL - ANNOUNCEMENTS 2011-12

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

HISTORY

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

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

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

EDUCATIONAL MISSION

Chicago aims to train well-rounded, critical, and socially conscious thinkers and doers. The cornerstones that provide the foundation for Chicago's educational mission are the life of the mind, participatory learning, interdisciplinary inquiry, and an education for generalists.

What sets Chicago apart from other law schools is its unabashed enthusiasm for the life of the mind—the conviction that ideas matter, that they are worth discussing, and that legal education should devote itself to learning for learning's sake.

Learning the law at Chicago therefore is a passionate—even intense—venture between and among faculty and students. It begins in the classroom where students share the stage with the professor. The professor does not lecture, but instead engages the group in a dialogue. Known as the Socratic Method, this dialogue presents students with questions about thorny legal concepts and principles. Energized by this dialogue within the classroom, students seek opportunities outside the classroom for further conversation and learning in one of Chicago's clinical programs, with one of Chicago's three student-edited journals, or in one of Chicago's many extracurricular offerings (there are more than sixty student organizations at the Law School), and in numerous lunchtime events involving speakers or panels.

Honoring Chicago's history and commitment to interdisciplinary inquiry, faculty draw students' attention to insights from the social sciences, the humanities, and the natural sciences beginning on the first day of class. Chicago's unique first year required course, "Elements of the Law," introduces students to the law as an interdisciplinary field and gives students the tools to continue the interdisciplinary inquiry throughout their legal education.

Chicago remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses. Emphasizing the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and the development of analytic abilities of the highest order, a Chicago legal education prepares students for any professional role they might choose—legal practice or legal education, entrepreneurial ventures, international private or public law practice, corporate practice, government service, alternative dispute resolution including arbitration and mediation, or work with non-profit organizations. Graduates do many things in their careers, and they all take with them the analytic skills emphasized during their years at the Law School.



PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

The regular curriculum in the Law School is a three-year (nine-quarter) program leading to the degree of Doctor of Law (J.D.). The program is open to candidates who have received a bachelor's degree from an approved college before beginning their study in the Law School and to a limited number of highly qualified students who have completed three years of undergraduate studies but have not received degrees. The Law School will not award bachelor's degrees to such candidates, but in some cases undergraduate institutions will treat the first year of law study as fulfilling part of the requirements for their own bachelor's degrees.

The entering class for the J.D. program is limited to approximately 195 students. All students begin the program during the Autumn Quarter in September. The calendar for the academic year is located on the last page of these Announcements.

JOINT AND CONCURRENT DEGREE OPPORTUNITIES

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

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

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

THE GRADUATE PROGRAM

The Law School offers four graduate degrees:

1. Master of Laws (LL.M.),

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

All four programs are limited to students who have met at least one of the following requirements:

1. obtained a J.D. degree from an A.B.A. approved law school in the United States,
2. completed the academic legal education in a foreign country required to take the bar examination in that country, or
3. be qualified to practice law (admitted to the bar) in a foreign country.

All four programs require full-time attendance at the Law School for at least one academic year (three consecutive academic quarters). Thus, students interested in the J.S.D. or D.Comp.L. degrees must first spend a year in the Law School's LL.M. program or another LL.M. program in a U.S. law school. Students may begin these programs only in the Autumn Quarter.

Unlike a number of other law schools, the University of Chicago does not offer a specialized graduate degree program with a large number of graduate courses in a particular field such as taxation or securities regulation. The LL.M. degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 170. With the exception of an optional writing course, there are no courses in the curriculum just for LL.M. students; LL.M. students will have all of their classes with students in the J.D. program. The M.Comp.L. degree may be awarded at the student's discretion if the same requirements are fulfilled.

In a typical year about 25 LL.M. students or graduates apply to the J.S.D. program for two or three positions. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LL.M. year at the University of Chicago or comparable grades at the law schools at which they received the LL.M. degree, 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 65 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgment by the Graduate Studies Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree.

Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

Admission decisions for the LL.M. program are based primarily on two factors: 1) the ability of the applicant to flourish in a demanding academic program as evidenced by the prior academic and professional record; and 2) the extent to which the applicant's background and research interests coincide with available academic resources for the academic year for which he or she will be in residence. It is, therefore, particularly important for the application to be accompanied by a detailed statement of the candidate's academic interests and career plans.

The University requires that all applicants who are not U.S. citizens or U.S. Permanent Residents must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within two years of the date of their application. A minimum total score of 104 overall on the new version of the TOEFL is required or a total score of 600 with 60 in each sub score on the paper-based TOEFL are required. Minimum required scores on the IELTS are an overall score of 7 and sub scores of 7 each. Applicants will not be offered admission if their TOEFL or IELTS scores do not meet these minimum standards. Most admitted LL.M. applicants will have substantially higher scores.

The above English language tests will not be necessary if the applicant studied in full-time status for at least one academic year prior to the due date of the application, within five years of the date of application, in the United States, the United Kingdom, Ireland, Australia, New Zealand, or English medium universities in Canada or South Africa. Students who have studied in English in other countries, for example, India, Pakistan, the Philippines, Hong Kong, Singapore, African countries, etc. are not exempt from this requirement and must provide either TOEFL or IELTS scores with their applications. Domestic applicants whose native language is not English and who have not attended schools where instruction is in English must also submit these English language test scores.

PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS

PROFESSIONAL JOURNALS

The Law School publishes six professional journals. *The University of Chicago Law Review*, *The University of Chicago Legal Forum*, and *The Chicago Journal of International Law* are student-edited. For more information on these journals, see the section on Student Activities and Organizations, below.

The Supreme Court Review is an annual volume devoted to professional and interdisciplinary criticism and analysis of the work of the United States Supreme Court. *The Journal of Law and Economics* publishes research on a broad range of topics, including the economic analysis of regulation and the behavior of regulated firms, the political economy of legislation and the legislative processes, law and finance, corporate finance and governance, and industrial organization. *The Journal of Legal Studies* is a journal of interdisciplinary academic research into law and

legal institutions. It emphasizes social science approaches, especially those of economics, political science, and psychology, but it also publishes the work of historians, philosophers, and others who are interested in legal theory.

SPECIAL PROGRAMS AND CENTERS

The University of Chicago Institute for Law and Economics is one of the many interdisciplinary traditions that have thrived at the Law School. Because economics provides a tool for studying how legal rules affect the way people behave, knowing what kinds of insights economics can offer to the analysis of legal problems has become an important part of a lawyer's education. The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The Program offers a range of courses and seminars to interested students, including Nobel laureate Gary Becker's microeconomics course. No other law school provides comparable opportunities for study and research in this field. The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. Professor Omri Ben-Shahar is the director of the Institute.

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

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

The Center for Studies in Criminal Justice, established in 1965 under a grant from the Ford Foundation, is concerned with enlarging knowledge of behavior defined as criminal or deviant and with studying the operation of the agencies of criminal justice and other agencies of social control. The Center maintains close working relations with other disciplines in the behavioral sciences relevant to the prevention and treatment of crime. Research projects have included analyses of actuarial

methods in criminal justice; studies of youth gun carrying; research on policing techniques; writings on punishment theory; study of criminal law; a Workshop in Crime and Punishment; and the Norval Morris Fellowship for Public Interest Law. Professor Bernard Harcourt is the director of the Center.

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



PROGRAM REQUIREMENTS AND POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

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

Students may be registered for a maximum of seven classes at any given time, but may not remain registered for more than 13 credits (14 with approval) beyond the last day to drop classes. Students are strongly urged to drop classes in which they are no longer interested as soon as possible (see below for specific requirements for limited enrollment classes).

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

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

Class Attendance

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

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

2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that s/he is in violation of the Law School's requirement. If a student's attendance remains unsatisfactory in that course or is at any time thereafter in violation of the general attendance requirement in any other course, the Committee on Academic Rules and Petitions may deny the student credit in the courses, add a memo to the student's file, withdraw the student's privilege of membership in the Law School, or take any other appropriate action.
3. No student shall:
 - be employed more than 20 hours per week while classes are in session, (ABA Standards, 304(f));
 - maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
 - fail to sign a seating chart within two weeks of enrollment in any course (first week for limited enroll courses).

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

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

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

The First Year

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

All first-year students participate in the legal writing program, under the supervision of one of the six Bigelow Teaching Fellows. The legal writing class introduces students to standard legal research tools and techniques and requires students to write a series of legal memoranda and briefs. In the Spring Quarter, each student prepares an appellate brief and participates in an oral argument. The Joseph Henry Beale Prize is awarded to a student in each section of the first year legal research and writing program whose work is judged to be most worthy of special recognition. Another prize (its name changes each year to reflect the name of the law firm sponsoring the award) is awarded for outstanding briefs in the Bigelow Moot Court Competition, and it is also awarded to a student in each section.

The Second and Third Years

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

Students have freedom to tailor their programs to their own interests and needs. All students are expected to design programs that will provide them a strong foundation in the standard subject areas of the law. Students should also find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value that goes with striving for the competence of the expert. Students are advised against excessive specialization, however, as lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to plan a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth below in the section on Selecting Classes. Students are encouraged to consult with members of the faculty, the Dean of Students, or the Registrar for additional guidance on their programs.

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

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new course offerings. In addition, courses and seminars available in a given year are determined in part by the composition of the faculty and the availability of visitors and lecturers. As a result, the curriculum may vary substantially from year to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

While there can be no assurance that a course offered one year will be offered the following year, a core group of courses is typically offered each year. These include: Administrative Law, Antitrust Law, Bankruptcy, Constitutional Law I, Constitutional Law II or IV, Constitutional Law III, Copyright Law, Corporation Law, Criminal Procedure I, Criminal Procedure II, Labor Law, Evidence, Federal

Jurisdiction, Federal Regulation of Securities, Introductory Income Tax, Law and Economics, Legal Profession, Public International Law, Secured Transactions, and Taxation of Corporations I and II.

Course Registration Restrictions

When registering, please note:

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

Similar Classes

Certain courses will cover substantially similar material. Accordingly, students may not receive credit for both classes. Examples of such overlapping classes include the following (this is not meant to be an exhaustive listing of such classes):

- Con Law II and Con Law IV
- International Law and Public International Law
- Labor Law and Employment and Labor Law
- Legal Profession and Legal Profession: Ethics
- Trial Advocacy and Intensive Trial Practice Workshop
- Sex Discrimination and Sex Equality
- The same course taught by different professors (or the same professor), e.g., Corporate Finance here and at Booth.

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

Petitions

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

- Take More Than 13 Credits
- Take a Non-Law School Course for Credit
- Reschedule an Exam
- Register for an Independent Research
- Register as a Non-Law Student

Registration Restrictions

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

- Have registration restrictions placed by any office of the University (such as the Bursar's Office, the Financial Aid Office, etc.);
- Have not satisfied their immunization requirements; or

- Have not furnished the Office of the Registrar with an official transcript of their undergraduate work. The transcript must be sent directly from the other institution to the Law School Office of the Registrar and it must bear the degree earned. Additional restrictions pertaining to specific quarters/classes/students are listed online at <http://www.law.uchicago.edu/students/registration>.

THE SECOND YEAR

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

In planning a program, students should properly consider some courses as predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Corporation Law and Taxation of Corporations, which provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, and Bankruptcy. Administrative Law has most often been taken as a second-year course, since it is a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take trial advocacy 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 this sense of balance. In addition, second year students are required to complete one of their substantial writing papers before the end of the second year.

THE THIRD YEAR

The third year provides an opportunity for students to round out their knowledge of basic subject areas and to take courses in fields of special interest. It should also have distinct intellectual objectives, including:

1. taking advanced courses or seminars in a field in which students have acquired some foundation in the second year;
2. taking courses that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice; and
3. cultural or perspective studies that help give students a broad and critical appreciation of legal institutions and their development.

GRADUATE PROGRAMS

The LL.M. and M.Comp.L. Program

The LL.M. or M.Comp.L. degree is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with a minimum average of 170. To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for twenty-seven course hours and the maintenance of satisfactory academic standing are necessary to qualify for the degree.

The J.S.D. and D.Comp.L. Program

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

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

WRITING REQUIREMENT

Every J.D. student must complete at least two writing projects beyond the work required in the first-year course in Legal Research and Writing. At least one of these writing projects must be a "substantial research paper (SRP)."

An SRP is:

1. a careful, extensive treatment of a particular topic;
2. certified by a member of the faculty (including Visiting Faculty, Senior Lecturers at the Law School, Schwartz Lecturers, and tenured University of Chicago professors who have permanent offices at the law school, but excluding Bigelow and other Fellows as well as Lecturers in Law) who is in full-time residence at the Law School and was the instructor for the course or independent study for which the paper was written;
3. submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; and
4. not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School. A publishable comment or note written for a student journal will satisfy the SRP requirement if it is:
 1. nominated for this purpose by the editor-in-chief of the journal; and
 2. approved by the Dean of Students, in consultation with the Faculty Committee on Writing, prior to the authoring student's final term of study at the Law School.

SRPs are typically 20-30 pages in length, but revisions and opportunities to rework arguments and writing are more important than length. Faculty members certifying such projects must approve the paper topic and agree to supervise the project prior

to the student's undertaking substantial research and writing. SRP credit will not be given for response or reaction papers (that is, where significant legal research is not required), although a faculty member may certify a project that combines reaction papers into a larger paper that reflects faculty-supervised revisions and substantial research. Similarly, if substantial research and supervision by a faculty member (as described in (2) above) are elements of a writing project that produces a brief or a model statute, that too may qualify as an SRP. Work undertaken in the form of independent research, supervised by a faculty member in full-time residence at the Law School, may, of course, also satisfy the SRP requirement.

A student's second, or other, writing project can, but need not, be of the SRP form. It can be:

- a paper, series of papers, brief or other substantial writing prepared as part of a course or a seminar supervised by a faculty member or a Lecturer in Law so long as the instructor's expertise and guidance inform the writing process; or
- a comment or note prepared for one of the student-edited journals, and nominated and approved as above, even if undertaken or submitted too late for SRP certification; or (c) a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and accepted by the Dean of Students; or
- a brief or series of writings undertaken in one of the Law School's clinical programs, or in a professional skills course offered at the Law School, so long as the instructor's expertise and guidance inform the writing process; or
- an SRP. Again, work submitted in satisfaction of either of the two writing requirements may not largely be derivative of work undertaken in pursuit of another academic degree or in a summer job or other environment outside the Law School.

Students are required to complete at least one of their required writing projects during their 2L year. They are strongly encouraged to begin the SRP in a quarter that is not the final quarter of study.

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

PROFESSIONAL SKILLS COURSE REQUIREMENT

Before graduation, all students must successfully complete one or more classes that have been approved by the Law School's Committee on Professional Skills Development as fulfilling the professional skills requirement set by the Accreditation Committee of the American Bar Association.

The following classes that satisfy the professional skills requirement are currently scheduled to be offered during the 2011-12 academic year:

Business Planning

Civil Rights Clinic: Police Accountability

Class Action Controversies
Commercial Real Estate Transactions
Complex Corporate Litigation Management
Complex Litigation
Complex Mental Health Litigation Clinic
Constitutional Decision Making
Contemporary and Contentious Issues in Contracts
Contract Drafting and Review
Contract Negotiation: Outsourcing
Corporate Lab: Litigation Clinic
Corporate Lab: Transactional Clinic
Criminal and Juvenile Justice Project Clinic
Divorce Law and Practice
Drafting Contracts: The Problem of Ambiguity
Employment Discrimination Project Clinic
Entrepreneurship and the Law
Exoneration Project Clinic
Federal Criminal Justice Project Clinic
Financial Accounting for Lawyers
Fundamentals of Accounting for Attorneys
Housing Initiative Clinic
Immigrant Child Advocacy Project Clinic
Information Technology Law: Complex Industry Transactions
Institute for Justice Clinic on Entrepreneurship
Intellectual Property Litigation: Advanced Issues
Intensive Trial Practice Workshop
International Arbitration
Introduction to Partnership Taxation
Law and Practice of Zoning, Land Use, and Eminent Domain
Legal Elements of Accounting
Legal Transactions--Retail Sector
Logic and Contracts
Mass Torts and Complex Class Actions
Mental Health Advocacy Clinic
National Security Issues, Public Policy and the Rule of Law, and the Fostering of
Students' Skills in Analysis and Presentation
Negotiation and Mediation
Poverty and Housing Law Clinic
Pre-Trial Advocacy
Private Equity Transactions: Issues and Documentation
Prosecution and Defense Clinic
Residential Real Estate Development and the Law
Strategic Drafting
Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
Trial Advocacy

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

CLINICAL PROGRAMS

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

The following clinical offerings are currently scheduled for the 2011-12 academic year, and may be amended from time to time to reflect changes or additions of new clinics:

Civil Rights Clinic: Police Accountability
 Complex Mental Health Litigation Clinic
 Corporate Lab: Litigation Clinic
 Corporate Lab: Transactional Clinic
 Criminal and Juvenile Justice Project Clinic
 Employment Discrimination Clinic
 Exoneration Project Clinic
 Federal Criminal Justice Clinic
 Housing Initiative Clinic
 Immigrant Child Advocacy Project Clinic
 Institute for Justice Clinic on Entrepreneurship
 Mental Health Advocacy Clinic
 Poverty and Housing Law Clinic
 Prosecution and Defense Clinic

The following rules apply to the clinical courses listed above:

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be seven, except for the Corporate Lab: Transactional Clinic, in which students may earn up to nine credits. An Independent Research project (499) may not be used to evade applicable maximums or other rules regarding clinic participation.
- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter. and one four-credit quarter.
- Students are awarded one credit for work averaging five hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in conjunction with the clinic.

- No student may be enrolled in two or more clinics simultaneously. This rule may be waived in exceptional circumstances with written permission of the relevant clinical supervisor(s). Students may enroll in more than one clinic during their time in law school. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.
- The authority to confirm enrollment in a clinic is vested in the respective clinical supervisor(s) who ensure that students have completed all the necessary pre-requisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the program. Expectations regarding the duration of the student's involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.
- Students must register for each quarter in which they are participating in a clinic; the registration system will allocate to each enrollment the default minimum credits for the quarter; adjustments based on actual work performed will be reported by the supervisors at the conclusion of each quarter to the Office of the Registrar.
- With the exception of the Corporate Lab: Transactional Clinic, grades for clinical work are posted once, for all quarters of involvement, at the conclusion of the student's involvement with the clinic, and students receive the same grade for all quarters. For the Corporate Lab: Transactional Clinic, grades are posted each quarter, and students may receive different grades for each quarter.
- Most clinics have a seminar component that students may be required to take during their participation in the clinic. Please check the schedule for meeting days/times, as you may not register for other offerings that meet contemporaneously.

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

Under Illinois Supreme Court Rules, students who have completed 60 percent of the credits needed for graduation are authorized to appear on behalf of clients in the state trial courts and administrative agencies. Students may also represent clients in the Illinois Appellate Court, the United States District Court for the Northern District of Illinois and the United States Court of Appeals for the Seventh Circuit.

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Mandel Clinic has the following clinics: Civil Rights Clinic; Police Accountability; Complex Mental Health Litigation Clinic; Criminal and Juvenile Justice, Project Clinic; Employment Discrimination, Clinic; Federal Criminal Justice, Clinic; Housing Initiative, Clinic; Mental Health Advocacy Clinic. Student experiences may vary by project.

THE EXONERATION PROJECT CLINIC

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

Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop. Students are also encouraged but not required to take Pretrial Advocacy, Criminal Procedure I, and Criminal Procedure II.

THE IMMIGRANT CHILD ADVOCACY PROJECT CLINIC

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

Department of Homeland Security, and Executive Office for Immigration Review in whatever context is necessary (e.g. least restrictive placement, family reunification, access to services, access to legal representation).

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, is a public interest organization devoted principally to expanding economic liberties. It provides a range of legal services, especially those for start-up businesses, to local entrepreneurs in economically disadvantaged communities. Counsel from the IJ Clinic supervise second- and third-year law students as they work with entrepreneurs in such areas as business formation; license and permit application; contract and lease creation; landlord, supplier, and lender negotiation; basic tax and regulatory compliance; and other legal activities involving business transactions. The seminar *Entrepreneurship & The Law* is a prerequisite unless a student has received special permission from the instructors based on equivalent coursework.

CORPORATE LAB: LITIGATION CLINIC

The Litigation Lab course brings lawyers and students together to analyze and develop aspects of the lawyers' ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in almost every class. Typically the lawyer will provide materials for the students to review before the class. During the class, students discuss, argue, debate, and work with the lawyer to solve hard issues. Following each class, students complete written materials analyzing and evaluating the problem. In classes when lawyers are not included, students also learn practical litigation skills through various advocacy exercises.

CORPORATE LAB: TRANSACTIONAL CLINIC

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

POVERTY AND HOUSING LAW CLINIC

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing related cases at the Legal Assistance Foundation (LAF), which provides free legal services to indigent clients in civil matters. Students spend at least twelve hours per week in LAF's Housing Practice Group or in LAF's Consumer Practice Group (which handles bankruptcies and foreclosure defense). Students may appear with tenants at administrative grievance hearings, represent defendants in eviction or foreclosure actions, file suit to enjoin landlords from performing lock-outs or refusing to make necessary repairs, participate in ongoing federal litigation, advocate on behalf of tenant groups, comment on proposed federal housing regulations, and file bankruptcy petitions on behalf of subsidized-housing residents who are trying to preserve their tenancies. All students will be expected to interview clients, prepare written discovery, and draft motions. Students with 711 licenses may appear in court at status hearings, conduct depositions, argue contested motions, negotiate with opposing counsel, and participate in bench or jury trials. In addition to working at LAFMC, students will attend a weekly two-hour class at which they will learn about poverty law, public housing, the Section 8 tenant-based and project-based rental assistance programs, the landlord-tenant relationship, eviction actions, jury trial practice, housing discrimination, foreclosure defense, and the extensive and often misunderstood connection between criminal law and subsidized housing.

PROSECUTION AND DEFENSE CLINIC

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

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

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

issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

COURSE POLICIES

SEMINARS AND SIMULATION CLASSES

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

While many seminars and simulation classes can accommodate all of the registering students, on occasion, certain seminars and simulation classes will be oversubscribed; enrollment into seminars and simulation classes is typically via the bidding process (see Bidding below). No more than twenty students will, as a rule, be admitted to a seminar. In some seminars, enrollment is limited to a smaller number. Regardless of whether a seminar or simulation class has a waitlist, all seminars and simulation classes are considered “limited enrollment classes.” Students are required to drop all seminars and simulation classes in excess of the four seminar rule before the end of the second week of quarter, or, if the seminar / simulation class has a waitlist, as outlined below. Multi-quarter seminars with a total aggregate of up to three units count as one seminar, as two seminars if more than three units, and so forth. With the exception of Greenberg Seminars, all multi-quarter workshops (e.g., the Law and Economics Workshop, the Legal Scholarship Workshop, etc.) and seminars are considered seminars under this rule.

WAITLISTED/CLOSED CLASSES

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

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

Whether a seminar or course has a waitlist is irrelevant to the application of this rule—being labeled a seminar and/or being listed in the bidding process are the determining factors.

BIDDING

During the initial registration period of each quarter, students bid online for certain classes, including all seminars and clinics. Students may bid for up to five classes per quarter and must rank them in order of preference. Generally, 2Ls, 3Ls, and LL.Ms are on equal footing—there is no seniority system, since many of these seminars are offered only once or in alternating years. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class. The Office of the Registrar publishes online a list of biddable classes approximately 10 days prior to the start of the bidding process, listing the number of available seats for each class. Please see each quarter's registration materials for additional information. For a list of classes subject to the bidding process, please see: <http://www.law.uchicago.edu/bidding>

COURSES OUTSIDE THE LAW SCHOOL

During the second and third years, J.D. students may take up to four classes (for a total of twelve credits) outside the Law School for credit toward their J.D. degree, subject to the following conditions:

1. the courses must bear a relation to their future legal practice or to the study of law in general;
2. the course must be graduate level, although exceptions are occasionally made for undergraduate foreign languages that students have not previously studied or that students test into;
3. students must petition through the Office of the Registrar (see <http://www.law.uchicago.edu/students/petitions/nonlawcourse>) and receive permission before enrolling in any class outside the Law School;
4. students may take no more than two classes outside the Law School during any given quarter;
5. **students taking classes outside the Law School during their final quarter of study must explain the Law School's grading deadlines to the faculty member and the faculty member must agree, in writing, to provide a grade or a provisional pass by the University deadline for submission of grades for graduating students;**
6. the class may not have substantial overlap with any class taken at the Law School or any prior institution (a determination made by the Dean of Students and the Registrar); and
7. classes at other law schools or universities may not be substituted. Classes cross-listed with the Law School do not count against the 12-credit limit.

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

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

1. Go to the University of Chicago Time Schedules at <http://timeschedules.uchicago.edu/>.

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

If you are interested in taking a class at Booth, please follow the instructions at <http://departments.chicagobooth.edu/srs/nonmbastudent/Law.asp>. You do not need to submit a Petition to Take a Non-Law School Course for Booth classes, but credits for Booth classes count toward the 12 credit limit.

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

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

- <http://departments.chicagobooth.edu/srs/nonmbastudent/index.asp>
- <http://boothportal.chicagobooth.edu/portal/server.pt/community/courses/205>
- <http://departments.chicagobooth.edu/srs/nonmbastudent/seat%20availability.asp>

Students taking a Booth course who would like to elect Pass/Fail grading are required to complete the Pass/Fail Request form in the Booth Dean of Students' Office by the Friday of Week 4 of the quarter. After this deadline, no changes can be made to a Pass/Fail request. If you intend to take a Booth course Pass/Fail, make certain that it is permitted, as some professors do not allow the Pass/Fail option.

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

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

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

ADDING/DROPPING COURSES

For courses not governed by the rules applicable to limited enrollment courses, students must complete all adds or drops to their class schedule by the third week of the quarter. These deadlines are strictly enforced. After the third week, there can be no changes in a student's enrollment except in extraordinary circumstances. A student who fails to complete a class and who does not obtain special permission from the Dean of Students to drop after the deadline will receive a "W" (up to the last day of classes) or the numeric equivalent of an "F" (after the last day of classes) on his/her transcript for that course. Permission to drop a class after the deadline will not be granted if:

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

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

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

GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A

174-179 B

168-173 C

160-167 D

155-159 F

Grades are recorded as numerical grades. The median grade in all courses and all seminars in which students are graded primarily on the basis of an examination must be 177. The median grade in all paper seminars, clinics, and simulation classes must be no lower than 177 and no higher than 179. Courses in which all students write papers, as well as courses and seminars in which students have the option to write a paper or sit for an examination, must have a median of 177 or 178. All 1L electives must have a 177 median, regardless of the basis for grading in those classes. The median grade in Bigelow Legal Research and Writing classes must be 178. The Law School may permit minor deviations from these mandatory

medians only for classes with very low enrollments when the instructor certifies that the students' performance was unusually strong or weak relative to students' performance in the same class during prior years.

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

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

182 and above Highest Honors

180.5 and above High Honors

179 and above Honors

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

Membership in the national Order of the Coif organization is awarded pursuant to terms set by the national organization. Students are eligible for nomination for Order of the Coif upon graduation if they have earned at least 79 of the 105 credits needed for graduation in graded courses at the University of Chicago Law School. From that pool of eligible students, the top 10% at graduation is nominated for membership in the Coif.

A grade of 160 or above is required for credit in a course. A student who fails a class will be contacted by the Dean of Students. A student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the Law School will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuing study in the Law School as well as to graduating from the Law School.

Additionally, students must attain a minimum cumulative GPA of 168 at the conclusion of each academic year to maintain satisfactory academic standing.

KIRKLAND & ELLIS SCHOLARS

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



COURSES

In the course and seminar descriptions that follow, the description is followed by the quarter(s) in which it is taught and the instructor name(s). More up-to-date course information is available on the Law School web page at <http://www.law.uchicago.edu/courses>. The course descriptions below, however, provide a representative overview of the curriculum.

Key to course details:

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

FIRST YEAR COURSES

Civil Procedure I

LAWS 30211 - 01 (3) 1L

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties.

The student's grade is based on an examination given at the end of each quarter.
Autumn 2011 - Adam Samaha

Civil Procedure I

LAWS 30211 - 02 (3) 1L

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties.

The student's grade is based on an examination given at the end of each quarter.
Autumn 2011 - Emily Buss

Civil Procedure II

LAWS 30221 - 01 (3) 1L

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject-matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties.

The student's grade is based on an examination given at the end of each quarter.
Spring 2012 - William H. Hubbard

Civil Procedure II

LAWS 30221 - 02 (3) 1L

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject-matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties.

The student's grade is based on an examination given at the end of each quarter.
Spring 2012 - Anthony J. Casey

Contracts

LAWS 30511 - 01 (3) 1L, a

This course, offered over two sequential quarters, is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached and the various remedies for breach, including damages, specific

performance, and restitution. The course is also designed to introduce the student to legal methodology and to compare the common law with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. The student's grade is based on a single final examination.
Autumn 2011 - Douglas G. Baird

Contracts

LAWS 30511 - 01 (3) 1L, a
This course, offered over two sequential quarters, is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached and the various remedies for breach, including damages, specific performance, and restitution. The course is also designed to introduce the student to legal methodology and to compare the common law with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. The student's grade is based on a single final examination.
Winter 2012 - Eric A. Posner

Contracts

LAWS 30511 - 02 (3) 1L, a
This course, offered over two sequential quarters, is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached and the various remedies for breach, including damages, specific performance, and restitution. The course is also designed to introduce the student to legal methodology and to compare the common law with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. The student's grade is based on a single final examination.
Winter 2012 - Omri Ben-Shahar

Contracts

LAWS 30511 - 02 (3) 1L, a
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Spring 2012 - Omri Ben-Shahar

Criminal Law

LAWS 30311 - 02 (3) 1L, a

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on class participation and a single final examination. Autumn 2011 - Jonathan Masur

Criminal Law

LAWS 30311 - 01 (3) 1L, a

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on class participation and a single final examination. Winter 2012 - Richard H. McAdams

Criminal Law

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Criminal Law

LAWS 30311 - 01 (3) 1L, a

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Elements of the Law

LAWS 30101 - 01 (3) 1L

This course examines the role of judges in our legal system, focusing particularly on the processes of statutory and constitutional interpretation. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of originalism and other methods of interpretation; and the role of history and context in judicial decision making. The student's grade is based on a final examination. Autumn 2011 - Geoffrey R. Stone

Elements of the Law

LAWS 30101 - 02 (3) 1L

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments.

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

Autumn 2011 - Richard H. McAdams

Legal Research and Writing

LAWS 30711 - 01 (2) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis.

Autumn 2011 - Victoria Schwartz

Legal Research and Writing

LAWS 30711 - 02 (2) 1L, a

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Autumn 2011 - Julia A. Simon-Kerr

Legal Research and Writing

LAWS 30711 - 03 (2) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis.

Autumn 2011 - Andres Sawicki

Legal Research and Writing

LAWS 30711 - 04 (2) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools

and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Autumn 2011 - Anya Bernstein

Legal Research and Writing

LAWS 30711 - 05 (2) 1L, a

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Legal Research and Writing

LAWS 30711 - 06 (2) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Autumn 2011 - Naomi Schoenbaum

Legal Research and Writing

LAWS 30711 - 01 (1) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Winter 2012 - Victoria Schwartz

Legal Research and Writing

LAWS 30711 - 02 (1) 1L, a

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Legal Research and Writing

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Legal Research and Writing

LAWS 30711 - 05 (1) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Winter 2012 - Alexander Boni-Saenz

Legal Research and Writing

LAWS 30711 - 06 (1) 1L, a

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Winter 2012 - Naomi Schoenbaum

Legal Research and Writing

LAWS 30711 - 01 (1) 1L, a

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Spring 2012 - Victoria Schwartz

Legal Research and Writing

LAWS 30711 - 02 (1) 1L, a

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Spring 2012 - Julia A. Simon-Kerr

Legal Research and Writing

LAWS 30711 - 03 (1) 1L, a

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Spring 2012 - Andres Sawicki

Legal Research and Writing

LAWS 30711 - 04 (1) 1L, a

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Spring 2012 - Anya Bernstein

Legal Research and Writing

LAWS 30711 - 05 (1) 1L, a

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Spring 2012 - Alexander Boni-Saenz

Legal Research and Writing

LAWS 30711 - 06 (1) 1L, a

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Spring 2012 - Naomi Schoenbaum

Property

LAWS 30411 - 01 (3) 1L, a

This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing.
The student's grade is based on a single final examination.
Autumn 2011 - Eduardo M. Peñalver

Property

LAWS 30411 - 01 (3) 1L, a

This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing.
The student's grade is based on a single final examination.
Winter 2012 - Lior Strahilevitz

Property

LAWS 30411 - 02 (3) 1L, a

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

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

Winter 2012 - Richard H. Helmholz

Property

LAWS 30411 - 02 (3) 1L, a

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

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

Spring 2012 - Richard H. Helmholz

Torts

LAWS 30611 - 02 (3) 1L

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, are compared.

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

Autumn 2011 - Albert Yoon

Torts

LAWS 30611 - 01 (3) 1L

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, are compared.

The student's grade is based on a single final examination. Participation may be taken into account as indicated in the syllabus.

Winter 2012 - Lee Fennell

Torts

LAWS 30611 - 02 (3) 1L, a

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

requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, are compared.

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

Winter 2012 - M. Todd Henderson

Torts

LAWS 30611 - 01 (3) 1L

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, are compared.

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

Spring 2012 - Saul Levmore

SECOND- AND THIRD-YEAR OFFERINGS

Administrative Law

LAWS 46101 - 01 (3) x

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

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

Winter 2012 - Thomas Ginsburg

Administrative Law

LAWS 46101 - 01 (3) x

This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is given to the Administrative Procedure Act (APA) and other statutory

requirements for lawful agency action. Covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; public participation in agency rulemaking; and non-traditional approaches to regulation, including negotiation and privatization. A central theme of the course is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance.

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

Spring 2012 - Richard A. Epstein

Admiralty Law

LAWS 71001 - 01 (3)

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

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

Autumn 2011 - Randall D. Schmidt

Advanced Civil Procedure

LAWS 52502 - 01 (3)

This course examines salient features of major civil litigation from both a practitioner's and a policymaker's perspective. Broadly, these features fall into two categories: issues with forum and aggregation on the one hand, and problems with the collection and production of evidence on the other. Topics in the first category include class action litigation and settlement, multidistrict litigation, removal, and arbitration. Topics in the second category include preservation and spoliation, electronic discovery, and expert testimony.

Winter 2012 - William H. Hubbard

Advanced Contracts: Sales, a Practice Oriented Approach

LAWS 48601 - 01 (3)

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

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

Winter 2012 - Lisa Bernstein

Advanced Issues in Corporate Reorganizations

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

This seminar examines a number of cutting edge issues in corporate reorganizations, including issues ranging from substantive consolidation to cramdown. The readings consist of judicial opinions and scholarly commentary, as well as other material. Students make team presentations as well as write blog posts on the readings and comment on posts by other students.

The student's grade is based on class and blog participation. The blog postings do not fulfill one of the substantial writing requirements.

Bankruptcy is a prerequisite (not for MBA students).

Spring 2012 - Douglas G. Baird

Advanced Law and Economics

LAWS 55401 - 01 (3) r, w, x, m

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

Familiarity with calculus and either advanced undergraduate microeconomics or graduate microeconomics is expected.

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

Spring 2012 - Anup Malani

Advanced Legal Research

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

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper.

The seminar will be limited to twenty-five students with priority to third year students.

To receive credit for this seminar, students must complete research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent).

Students may earn either 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper (minimum 20 pages for 3 credits; 10 pages for 2 credits).

In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Autumn 2011 - Sheri H. Lewis

Advanced Legal Research

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

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper.

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In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Winter 2012 - Todd Ito; Margaret Schilt

Advanced Legal Writing

LAWS 79901 - 01 (2) w, x

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

The course concludes with an eight-hour take-home examination, which determines the student's grade. Students must complete all assignments before the exam. This course satisfies the requirements of the Writing Project writing requirement.

Winter 2012 - Elizabeth Duquette

Advanced Topics in Intellectual Property

LAWS 95112 - 01 (2) x, m

This seminar explores the relationship between intellectual property and other areas of law. IP is frequently treated as a specialized field within the law and within society at large. This seminar will show how IP has become increasingly integrated with other legal fields and social endeavors. We will explore copyright and speech

regulation; the effect of civil procedure on substantive IP rules; patents, copyrights, and social norms as modes of producing and regulating access to creative and scientific works; IP and the theory of the firm; and IP as administrative law.

Grades will be based on short response papers and class participation.

Spring 2012 - Andres Sawicki

Advanced Torts: Economic Interests

LAWS 93604 - 01 (2) x, m

This seminar examines several advanced topics that the first-year torts sequence does not cover. A common theme of the causes of action discussed in the seminar is that they protect economic interests. Specific topics include interference with economic interests (both intentional and unintentional), misrepresentation, unfair competition, and abuse of the legal process. The readings consist of a mix of judicial opinions and scholarly commentary. Students write blog posts on the readings and comment on posts by other students.

The student's grade is based on class and blog participation. The blog postings do not fulfill one of the substantial writing requirements.

Winter 2012 - Thomas J. Miles

Advanced Trademarks and Unfair Competition

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

This seminar addresses current issues and developments such as the Supreme Court's shaping of trademark law over time; the interplay of trademark, right of publicity, and First Amendment law; dilution and the courts' treatment of property conceptions of trademarks; the effect of commercial practices on trademark doctrine, as exemplified by the keyword debate; utilitarian and aesthetic functionality and other limitations on trademark rights; counterfeiting, contributory infringement, and the online marketplace; and unfair competition and misappropriation conceptions of trade identity rights.

Trademarks and Unfair Competition is a prerequisite for the seminar; otherwise instructors' permission is required.

Enrollment is limited to twenty-five students.

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

Winter 2012 - Chad J. Doellinger; David Hilliard; Uli Widmaier

Agency and Partnership Law

LAWS 44302 - 01 (2) x, m

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

A prior course in corporations or business organizations is recommended but not required.

The grade in the course will be based on classroom participation and a written final examination.

Winter 2012 - Robert M. Berger

American Law and the Rhetoric of Race

LAWS 49801 - 01 (3) c/l, x

This course presents an episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions.

Grades are based on class participation and a final examination.

Spring 2012 - Dennis J. Hutchinson

Animal Law Seminar

LAWS 46022 - 01 (2) x, m

Is there a place for the consideration of the interests of animals in the law?

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

Enrollment will be limited to 20 students.

The seminar is graded on regular class attendance, participation, and a final exam.

Spring 2012 - Pamela D. Hart

Antitrust Law

LAWS 42801 - 01 (3) x

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

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

Winter 2012 - Randal C. Picker

Antitrust Law

LAWS 42801 - 02 (3) x

This course provides an introduction to the law of antitrust. The course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal

merger. The course then looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered.

The student's grade is based on class participation and a final examination.
Winter 2012 - Andrew M. Rosenfield

Art Law

LAWS 79301 - 01 (3) c/l, x, m

This seminar examines legal issues in the visual arts including artist's rights and copyright, government regulation of the art market, valuation problems related to authentication and artist estates, disputes over the ownership of art, illicit international trade of art, government funding of museums and artists, and First Amendment issues as they relate to museums and artists.

The basis of the grade will be class participation and three short papers.
Spring 2012 - William M. Landes; Anthony Hirschel

Banking Law

LAWS 80201 - 01 (3) x

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

Spring 2012 - Eric A. Posner

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 01 (3) +

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.

Secured Transactions (LAWS 42201) is a useful, though not absolutely essential, preparation for this course.

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

Open to MBA students.

Winter 2012 - Douglas G. Baird

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 02 (3) +

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.

Secured Transactions (LAWS 42201) is a useful, though not absolutely essential, preparation for this course.

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

Open to MBA students.

Winter 2012 - Douglas G. Baird

Behavioral Law and Economics: Selected Topics

LAWS 51702 - 01 (3) r, w, x, m

This seminar will explore a set of frontiers--issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; differences between men and women; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism. Grades will be based class participation and a series of papers or a major paper. Spring 2012 - Jonathan Masur

Board of Director and Management Governance Practices

LAWS 75003 - 01 (3) x, m

This seminar will introduce students to the functions and duties of directors and boards, and to the topics boards in the United States most commonly face. The content will be applicable to both public and private corporations and not for profit organizations. The differences in corporate governance in other countries, as well as current trends in corporate governance, will be discussed. The topics covered include the role of Directors and the Board in: Board Development; Board Member Selection Evaluation; Board Responsibilities Legal and Compliance Duties; Sarbanes Oxley; Fiduciary Integrity; CEO Selection, Evaluation, and Succession Planning; Compensation Practices Corporate Strategy; Shareholder Communications; Crisis, Bankruptcy, and Dissidents; Private Firms and Not For Profit Organizations; International Governance; and Global Trends.

The seminar utilizes the case method and practical examples of real situations are discussed each week. For students to benefit from the course, they must prepare thoroughly for, and actively participate in each class. Students will be part of a 5 person group in the course. Each group will prepare a 2 page weekly paper on the case being discussed starting in week 2. Each group will also research and prepare one paper on international governance in a specific country. Each group will present their paper to the class. There will be no exams. Class participation and contribution will be an important part of the grade and each student has the responsibility of making a contribution in each class. Students will organize study groups of five and their grade will be a group grade for the weekly papers and the international project.

The group grades will be adjusted to reflect individual contribution of the team members at the end of the course. The weighting of the three factors is as follows. Individual Class Participation 30%, Group Weekly Papers 40%, and Group International Project 30%.

The seminar cannot be taken pass/fail.

Auditors will not be admitted to class.

Winter 2012 - Dennis H. Chookaszian

Business Associations I

LAWS 42303 - 01 (3) +

Business Associations I is the first in a two-quarter sequence of courses on the law governing modern business firms. The main focus is on corporations but some attention is paid, less systematically, to partnerships and limited liability associations such as LLCs.

The first quarter covers the life cycle of business associations, from formation through operations and dissolution, with particular concern for the obligations of managers and the rights and interests of owners and other stakeholders.

Business Associations I is not open to students who have taken, or are currently taking, the Corporation Law course or the Business Organizations course.

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

Autumn 2011 - Joseph Isenbergh

Business Associations II

LAWS 42304 - 01 (3) +

Business Associations II is the second in a two-quarter sequence of courses on the law governing modern business firms. The main focus is on corporations but some attention is paid, less systematically, to partnerships and limited liability associations such as LLCs.

The second quarter is concerned mainly with situations in which control of a firm comes into play: these include mergers and acquisitions along with other situations where control is transferred, abused, or substantially redistributed.

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

It is recommended, but not strictly required, to take Business Associations I before taking Business Associations II. This course, like Business Associations I, is not open to students who have taken, or are currently taking, the basic Corporation Law course, Business Organizations or Advanced Corporations: Mergers and Acquisitions.

Winter 2012 - Joseph Isenbergh

Business Associations III: Corporate Governance

LAWS 75001 - 01 (3) +

This course focuses on current topics in US corporate governance. It adopts primarily an agency-cost perspective, attempting to identify those agency costs that remain in US corporations once the law of fiduciary duty, the constraints of the managerial labor market, and the market for corporate control have done their work. As the materials reveal, there is no consensus about the magnitude of these problems - some view them as significant, others as inconsequential. And, as we will see, still other theorists view the central challenge of corporate governance not as reducing agency costs, but rather as improving the content of corporate decisions by promoting a better flow of information within the firm, putting together more effective management teams and the like. Corporate governance as a separate topic of study is relatively new. It began to get attention in the early 1980's, which is about the time that large institutional investors began to take a more active role in the companies whose shares they held. Over the past 20 years, institutional share ownership in American Corporations has increased dramatically and is now upwards of 60 percent. As a window on to current issues of concern, we will look

particularly closely at the activities and demands of institutional investors. We will look at their explicit public pronouncements on governance as well as the demands they are making. We will attempt to assess whether or not the changes they are demanding are likely to be value-enhancing for all shareholders, or whether they are likely to be singularly well suited to the needs and interests of institutions. We will also ask whether there are forces outside of value creation that might motivate institutions to undertake the actions that they do. The question is not simple. For example, the first widely publicized corporate governance campaign was on the issue of executive pay, more specifically the amount of executive pay. Now, while it is certainly true that executive pay in America is, by all international standards, and to be fair common sense, rather out of control, it is also true that the effect of these exorbitant salaries on the company's bottom line, translated into a per share amount, is tiny. Why then did institutions find it desirable to spend money on this campaign? Finally, as we begin to explore the topics in this course, we will highlight the tensions between the interests of institutions and the interests of small investors and will explore the effects of collective action and rational apathy problems on governance-related activism and shareholder voting. As we do so we will pay particularly close attention to what, if any, impact the Internet is likely to have on the received wisdom on these subjects. The course materials are designed to promote active discussion and debate. Most sessions will be structured in a seminar format. One will be a mock board of directors meeting. Students will be required to write short papers (2-5 pages) for many class sessions. Some of these papers will focus on answering a direct analytic question posed in the readings, while others will involve more active Internet-based research such as examining and analyzing a particular company's executive compensation plan, discussing a campaign of institutional shareholder activism, and the like.

Corporation Law, Business Organizations, or Business Associations I is a prerequisite for this class. The Corporation Law/Business Organizations/Business Associations I pre-req is waived for LL.M.s and other international students who have taken similar courses abroad.

Given the discussion format, class participation will count for 40 percent of the student's grade. Students who are less comfortable speaking in class may fulfill part of the class participation requirement by cutting out relevant articles from the press and submitting them with short discussions about their implications for the dominant themes of the course.

Spring 2012 - Lisa Bernstein

Business Organizations

LAWS 42301 - 01 (4) +, x

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

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

Autumn 2011 - Daniel R. Fischel

Business Organizations

LAWS 42301 - 01 (3) +, x

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

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

Winter 2012 - Anthony J. Casey

Business Planning

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

This seminar develops and applies the student's knowledge of taxation and corporate and securities law in the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the transition to public ownership of the corporation; executive compensation arrangements; the purchase and sale of a business; and mergers, tender offers, and other types of combination transactions. Small-group discussions and lectures are employed.

The student must have taken (or be taking concurrently) Corporation Law/Business Association I and Taxation of Corporations I or receive instructor approval.

The student's grade is based on a final examination; students may earn an additional credit by writing a paper on a topic approved by the instructors.

Winter 2012 - Keith S. Crow; Keith Villmow

Business of Law

LAWS 61602 - 01 (2 to 3) x, m

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

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

Spring 2012 - Bruce W. Melton

Buyouts

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

In this seminar we will examine going private transactions in which publicly held companies are acquired by private equity firms with the participation of the company's management or by controlling shareholders. This is an especially timely topic because management buyouts have become far more prevalent than they were in the past and controlling shareholder buyouts continue to be controversial. Both types of transactions raise conflict of interest issues because some of the company's directors or officers, who are ordinarily charged with obtaining as much as possible

for public shareholders in a sale transaction, are instead attempting to buy the company for as little as possible. We will examine the methods that Delaware law has provided for dealing with these conflicts of interest, whether those methods are likely to be effective. We will also look at a variety of other issues raised by buyouts, including why they occur, whether they are likely to be beneficial to shareholders in spite of the existence of conflicts of interest, the consequences to society of these transactions and the effect of credit crunches on these transactions. Finally, we will examine the role of the lawyers and bankers who are involved in buyouts.

The class size will be limited to 45.

There will be one 20-page paper.

Grades will be based on the paper and class participation.

Autumn 2011 - Scott Davis

Capital Punishment in America

LAWS 99703 - 01 (3)

This course provides a general introduction to death penalty law and practice in the United States. We will explore the constitutional and legal structure of capital punishment (i.e., common law authority, state and federal statutes), the procedures regulating capital trials, judicial and executive review, and the seminal social scientific literature analyzing important aspects of capital charging-and-sentencing systems (e.g., deterrence, incapacitation, cost, wrongful convictions, arbitrariness/capriciousness, and bias).

Grading will be based on regular attendance, in-class participation, and a series of short papers.

Spring 2012 - Sherod Thaxton

Cicero's De Finibus and Hellenistic Ethics

LAWS 52401 - 01 (3) +, r, c/l

Cicero's dialogue *De Finibus* (On Ends) is his attempt to sort out the major arguments for and against the ethical theories characteristic of Epicureanism, Stoicism, and the "New Academy." It thus provides us with some of our best information about the views of these schools, as well as with critical arguments of great interest. We will read extracts from the dialogue in Latin, focusing on Epicureanism (Books I and II) and Stoicism (Books III and IV), and we will study the entire work in translation, along with relevant primary sources for the views of the schools (the surviving letters of Epicurus, central texts of Greek and Roman Stoicism). The course will thus aim to provide a solid introduction to the major ethical theories of the Hellenistic period.

The course is open to all who have had five quarters of Latin, or equivalent preparation. Translation will always take place during the first hour, and students without Latin are invited to take the course for an R or audit, arriving after that time and doing all the readings in translation. In some cases Independent Study numbers may be arranged for students who want to do some of the course requirements (paper and exam essays) without Latin.

Winter 2012 - Martha C. Nussbaum

Civil Rights Clinic: Police Accountability

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

The Civil Rights and Police Accountability Project (PAP) is one of the nation's leading law civil rights clinics focusing on issues of criminal justice. Through the lens of live-client work, students examine how and where litigation fits into broader efforts to improve police accountability and ultimately the criminal justice system. Students provide legal services to indigent victims of police abuse in federal and state courts. They litigate civil rights cases at each level of the court system from trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters.

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

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

Students are required to complete, prior to their third year, Evidence, Criminal Procedure I, Pretrial Advocacy, and the Intensive Trial Practice Workshop.

Constitutional Law III is also recommended.

Autumn 2011 - Craig B. Futterman

Civil Rights Clinic: Police Accountability

LAWS 90913 - 01 (1) a, s, x

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Students are required to complete, prior to their third year, Evidence, Criminal Procedure I, Pretrial Advocacy, and the Intensive Trial Practice Workshop.

Constitutional Law III is also recommended.

Spring 2012 - Craig B. Futterman

Class Action Controversies

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

This seminar will address the legal principles that govern class action litigation in federal and state courts. The seminar will discuss the requirements of Rule 23, current issues and recent court decisions, legislative modifications to class action practice, constitutional principles applicable to class actions, and the legal, practical, and ethical issues that arise in class actions.

Students will be evaluated based on class participation and their final option.

Students have the option of submitting a seminar paper or taking an examination at the conclusion of the quarter. Students wishing to receive a third credit will need to submit additional written work.

Winter 2012 - Michael T. Brody

Climate Change

LAWS 46012 - 01 (3) r, w, x, m

This seminar will explore the legal and policy ramifications of climate change, focusing on environmental and natural resources law. Topics to be covered will include: the interaction of science and law in climate change policy; the choice of policy instruments to control greenhouse gas emissions; legal tools for adapting to climate change; the politics of climate change policy; the proper level of governance for climate change policy (international, domestic, or local/regional); the moral obligations (if any) to address climate change; and, the suitability of current environmental law for addressing climate change.

Autumn 2011 - Eric Biber

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

LAWS 71403 - 01 (2) x, m

This seminar will cover the structuring, documentation and closing of a secured loan transaction from the perspective of the secured lender. As counsel for the secured lender we will first consider the best structure for the proposed loans and how both the organization and working capital needs of the borrowers and the underwriting and regulatory constraints of the secured lender influence this structure. We will next assess commitment documentation and syndication. The majority of our time will then be spent analyzing transaction documentation, progressing from the organization of the closing checklist to the negotiation of the credit agreement and finally to the perfection of liens. In this seminar we will discuss not only why transactions and documentation are structured the way they are and the meanings of standard credit document provisions, but also the practical implications for any commercial finance associate living through the transaction.

Spring 2012 - Erin Casey

Commercial Real Estate Finance

LAWS 44002 - 01 (2) +, x, m

This seminar will consider basic principles of commercial real estate lending, including financing structures, legal issues in lending (including the impact of bankruptcy), sources of debt capital and basic underwriting, principles applied by institutional lenders.

Having taken Commercial Real Estate Transactions (LAWS 44801) may be helpful, but is not a prerequisite.

A student's grade will be determined by an in-class examination.

Winter 2012 - James B. Rosenbloom

Commercial Real Estate Transactions

LAWS 44801 - 01 (2) s, x, m

This seminar will examine the fundamental legal and business aspects of commercial real estate purchase and sale transactions. The course will address, among other things, investment motivations, tax considerations, capital structure, title considerations and title insurance and issues arising in the negotiation of purchase contracts.

The grade will be determined by an in-class examination.

Autumn 2011 - James B. Rosenbloom

Commercial Transactions - Negotiation, Drafting, and Analysis

LAWS 48604 - 01 (3) x

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

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

Autumn 2011 - David J. Zarfes

Commercial Transactions - Negotiation, Drafting, and Analysis

LAWS 48604 - 01 (3) x

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

Winter 2012 - David J. Zarfes; Seth McNary

Comparative Legal Institutions

LAWS 50101 - 01 (3) e, x

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

Course grades will be given on the basis of a take-home written exam, with a small component for class participation. There is a paper option for 2L, 3L and LLMs, but it is limited for 1L students.

Spring 2012 - Thomas Ginsburg

Competition Policy in the European Community

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

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

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

Spring 2012 - David S. Evans

Complex Corporate Litigation Management

LAWS 52512 - 01 (2 to 3) w, s, x, m

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

Several case studies of litigated disputes that galvanized the media are examined. The case studies will include a California initiative to roll back auto insurance rates 20%, a corporate governance case involving billions in dividend payments, a class action with allegations of corporate "redlining," and a private attorney general lawsuit in the aftermath of a major natural catastrophe. Students will develop and apply their knowledge to examine critically litigation strategy decisions by all parties at the pre-trial, trial, appellate, and settlement phases of each case. Guest conversationalists may include a senior litigator, an expert witness, a company executive, a journalist, or a member of the judiciary.

Students' grades are based students' choice of a major paper, several reaction papers or an end of quarter examination and on class participation.

Winter 2012 - Judith Mintel

Complex Litigation

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

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

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

Spring 2012 - Brian Murray

Complex Mental Health Litigation Clinic

LAWS 67014 - 01 (2) +, a, w, s, x

The Complex Mental Health Litigation Clinic teaches litigation skills. Under the supervision of the clinical teacher, students engage in systemic litigation on behalf of indigent, mentally ill clients and not-for-profit mental health organizations under the auspices of the Law School's Edwin F. Mandel Legal Aid Clinic. Students 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 will 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. 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, and between advocacy on behalf of individual clients and advocacy for systemic change.

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

The Complex Mental Health Litigation Clinic satisfies part of the writing requirement if substantial written work is completed.

Students will ordinarily be expected to enroll for all six quarters during their second and third years.

Students are required to enroll in both Evidence and Pre-Trial Advocacy during their 2L year.

The course includes a mandatory one-hour weekly classroom component during the Fall Quarter of the student's 2L year for which one credit will be awarded.

The grade will be based entirely upon the student's performance representing clients in litigation.

Autumn 2011 - Mark J. Heyrman

Complex Mental Health Litigation Clinic

LAWS 67014 - 01 (1) +, a, w, s

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Winter 2012 - Mark J. Heyrman

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Students are required to enroll in both Evidence and Pre-Trial Advocacy during their 2L year.

The grade will be based entirely upon the student's performance representing clients in litigation.

Spring 2012 - Mark J. Heyrman

Computer Crime

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

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

Our primary source will be a casebook: ORIN KERR, *COMPUTER CRIME LAW* (2nd ed. 2009). In addition to the casebook, I will be providing supplemental materials as listed in the syllabus.

Students are required to participate in class sessions, prepare discussion papers, and write a paper on an approved topic. Students may opt to write a major research paper for three credits.

Winter 2012 - William Ridgway

Conflicts of Law

LAWS 41501 - 01 (3) x

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

Student grades are based on an in-class final examination and class participation.
Spring 2012 - Daniel Abebe

Constitutional Decisionmaking

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

Students enrolled in this seminar work as courts consisting of five Justices each. During each of the first eight weeks of the quarter, the courts are assigned several hypothetical cases raising issues under either the Equal Protection Clause or the First Amendment's guarantee of freedom of speech and press. Each court must select in advance whether it will focus on equal protection or the First Amendment. All cases must be decided with opinions (concurring and dissenting opinions are, of course, permitted). The decisions may be premised on the legislative history of the amendment (materials on that history will be provided) and on any doctrines or precedents created by the Justices themselves. The Justices may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates.

Constitutional Law is not a prerequisite for participation in this seminar. Enrollment will be limited to three courts.

Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts.

Winter 2012 - Geoffrey R. Stone

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3)

This course analyzes the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are the allocation of powers among the legislative, executive, and judicial branches; the function of judicial review; and the role of the states and the federal government in the federal structure.

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

Autumn 2011 - Alison LaCroix

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3) x

This course analyzes the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are the allocation of powers among the legislative, executive, and judicial branches; the function of judicial review; and the role of the states and the federal government in the federal structure.

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

Winter 2012 - Aziz Huq

Constitutional Law II: Freedom of Expression

LAWS 40201 - 01 (3) +, x

A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive

speech, symbolic expression, restrictions on the speech of government employees, restrictions on speech in schools and colleges, the relevance of free speech principles to museums and libraries, protest in public places, regulation of campaign expenditures and communications, freedom of the press as a distinct principle, and regulation of the electronic media.

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

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

Winter 2012 - Geoffrey R. Stone

Constitutional Law II: Freedom of Speech

LAWS 40201 - 01 (3) +, x

A study of the doctrine and theory of the constitutional law of freedom of speech.

The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, restrictions on the speech of government employees, restrictions on speech in schools and colleges, the relevance of free speech principles to museums and libraries, protest in public places, regulation of campaign expenditures and communications, freedom of the press as a distinct principle, and regulation of the electronic media.

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

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

Autumn 2011 - Laura Weinrib

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301 - 01 (3) x

This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, and other characteristics, and the recognition of individual rights not explicitly enumerated in the Constitution. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted.

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

Winter 2012 - David A. Strauss

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301 - 01 (3) x

This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, and other characteristics, and the recognition of individual rights not explicitly enumerated in the Constitution. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted.

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

Spring 2012 - Gerald N. Rosenberg

Constitutional Law V: Freedom of Religion

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

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

It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course.

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

Spring 2012 - Mary Anne Case

Contemporary Virtue Ethics

LAWS 99202 - 01 (3) +, c/l, m

This graduate seminar will study the revival of a neo-Aristotelian ethics of virtue in contemporary moral philosophy, considering, among others, Iris Murdoch, John McDowell, Bernard Williams, Philippa Foot, Nancy Sherman, Henry Richardson, and Alasdair MacIntyre. Is virtue ethics a single movement, with a single set of philosophical motivations and normative commitments, or is it a complicated plurality of positions, motivations, and debates? What is the relationship of virtue ethics to the idea of ethical theory? To the aspiration to put reason in charge of human life? Is virtue ethics inherently conservative, deferring to socially formed passions and patterns of conduct, or is (some form of) it capable of radical criticism of entrenched social norms, e.g. of class, race, and gender? And, if so, how, and with reference to what norms?

The seminar is listed in Philosophy, Law, Religious Ethics, Classics, and Political Science, but students from those units (and others) may enroll only if they have a very ample and solid background in philosophy, such as an undergraduate philosophy major or equivalent preparation, plus permission from me based on examination of written work. MAPH students will need an email from their MAPH preceptor. A written application for permission to enroll is due to me September 20 . We will be alluding to the Greeks throughout, so some background in ancient Greek ethics, particularly Aristotle, is highly desirable. Students should have a good translation of Aristotle's *Nicomachean Ethics* (Barnes/Ross, or Terence Irwin, or Christopher Rowe) at all times, and if they know even some Greek, they should bring the Greek to class too.

All students will write a 25 page seminar paper. I am happy to grant an extension to the end of the first week of the winter quarter, but if you need a grade to be recorded sooner than that for some reasons having to do with your program, you will need to make arrangements with me.

In addition, at each seminar meeting after the first, we will hope to have one student presentation, so please think about what topic and date you'd like, as you prepare for the first meeting. Presentation will occupy the final 30 minutes of class. The presenter will circulate a short paper by Friday night prior to the class meeting, and the presentation can thus be a brief introduction of the paper, with an aim to maximize discussion.

For a copy of the syllabus, please contact Lorrie Wehrs at lrland@uchicago.edu.
Autumn 2011 - Martha C. Nussbaum

Contract Drafting and Review

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

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

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

Autumn 2011 - Joan E. Neal

Contract Negotiation: Outsourcing

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

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

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

Group work outside of class is required.

Winter 2012 - Joan E. Neal; David J. Zarfes

Contracts and Commercial Transactions

LAWS 91553 - 01 (3) s, x

The objective of this course is to familiarize the student with contracts as used by sophisticated parties. Accordingly, this course will explore "real-world" contracts actually entered into by "real-world" companies—the Coca-Cola's, Microsoft's, and HP's of the world. Through this course, the student will attain a certain facility with agreements, their organization and structure, their language, and their provisions (and the interaction of these provisions). In addition to looking at contracts through the eyes of parties and practitioners, the course will pay considerable attention to how courts have treated various contractual provisions, exploring areas of substantive law—including, and in addition to, contract law—to the extent relevant. The examination of actual contracts will begin with non-disclosure agreements and will proceed into employment agreements, services agreements, and agreements for the sale of goods. Depending on time (and student interest), we may also delve into lending and/or merger-and-acquisition agreements. Readings will include

comments from leading practicing attorneys (from law firms such as Sidley, Kirkland, and Cravath, and from legal departments at companies such as Microsoft, Accenture, and JPMorgan).

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

Autumn 2011 - David J. Zarfes; Michael L. Bloom

Copyright

LAWS 45801 - 01 (3) x

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

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

Autumn 2011 - Saul Levmore

Corporate Criminal Prosecutions and Investigations

LAWS 66702 - 01 (2 to 3) x, m

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

This is a two-credit class. The student's grade will be based on a final examination and class participation. This year's exam will differ from last year's exam and will be in the form of short essay questions. Students wishing to receive an additional credit may complete an optional 10-15 page paper for a third credit. Papers will be due two weeks after the end of the final exam schedule.

Winter 2012 - Andrew S. Boutros; William R. Hogan

Corporate Finance

LAWS 42501 - 01 (3)

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.

Students with substantial prior exposure to these issues (such as students with an MBA, joint MBA/JD, and undergraduate finance majors) are ineligible for the course.

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

Autumn 2011 - David A. Weisbach

Corporate Lab: Litigation Clinic

LAWS 91562 - 03 (3) s, x

The Litigation Lab course brings lawyers and students together to analyze and develop aspects of the lawyers' ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in almost every class. Typically the lawyer will provide materials for the students to review before the class. During the class, students will discuss, argue, debate, and work with the lawyer to solve hard issues. Following each class, students will complete written materials analyzing and evaluating the problem. In classes when lawyers are not included, students also learn practical litigation skills through various advocacy exercises.

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

Autumn 2011 - James A. Clark; Catherine Masters

Corporate Lab: Litigation Clinic

LAWS 91562 - 03 (3) s, x

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Spring 2012 - James A. Clark; Catherine Masters

Corporate Lab: Transactional Clinic

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

This transactional clinic provides students with a forum for working closely with legal teams at various major companies in the following sectors (subject to change): technology, consulting, telecommunications, and emerging businesses. This section aims to teach practical legal skills and knowledge both by having students work on actual projects and through classroom instruction and discussion. In addition, students will have the opportunity to hear from, and interface with, seasoned practitioners from leading law firms.

This class mirrors a real-world work experience: Students will receive hands-on substantive and “client”-development experience and will be expected to manage and meet expectations (e.g., deadlines) while exercising a high level of professionalism. As a result, this class is likely to involve a significant time commitment (with a substantial amount of work to be completed outside of class), and students will get out of the Lab what they put into it.

Student grades will be based upon participation in the classroom, appropriate attention to “client” service, collaborative efforts within a team environment, and quality of work product. This offering will not count toward seminar restrictions. Please note that students who register are expected to remain in the course for three consecutive quarters, and that students may not take the Corporate Lab for more than nine credits. Students may be required to sign nondisclosure agreements with participating companies. While certainly not a prerequisite, “Contracts and Commercial Transactions” (offered in the fall quarters) is strongly recommended for all students to take prior to, or concurrent with, taking the transactional clinics of the Corporate Lab.

LL.M. students by instructor permission only.

Autumn 2011 - David J. Zarfes; Sean Z. Kramer; Michael L. Bloom

Corporate Lab: Transactional Clinic

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

This transactional clinic provides students with a forum for working closely with legal teams at various major companies in the following sectors (subject to change): finance, healthcare, insurance, and aviation. This section aims to teach practical legal skills and knowledge both by having students work on actual projects and through classroom instruction and discussion. In addition, students will have the opportunity to hear from, and interface with, seasoned practitioners from leading law firms.

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LL.M. students by instructor permission only.

Winter 2012 - David J. Zarfes; Sean Z. Kramer; Michael L. Bloom

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Winter 2012 - David J. Zarfes; Sean Z. Kramer; Michael L. Bloom

Corporate Lab: Transactional Clinic

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LL.M. students by instructor permission only.

Spring 2012 - David J. Zarfes; Sean Z. Kramer; Michael L. Bloom

Corporate Lab: Transactional Clinic

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

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LL.M. students by instructor permission only.

Spring 2012 - David J. Zarfes; Sean Z. Kramer; Michael L. Bloom

Corporate Reorganizations: Cross-Border Restructurings and Other Issues

LAWS 73702 - 01 (2 to 3) +, w, x, m

This seminar will explore a variety of issues that arise in cross-border insolvencies, as well as other advanced issues in the law of corporate reorganizations. Readings will consist of case hypotheticals; case law; articles (both academic and “practice oriented”); and pleadings, briefs and orders from “real world” Chapter 11 cases. The instructor is Judge Christopher Sontchi of the United States Bankruptcy Court for the District of Delaware. Judge Sontchi is a graduate of the University of Chicago Law School. Prior to his appointment to the bench, Judge Sontchi was in private practice concentrating on corporate reorganizations under Chapter 11.

The grade is based on class participation and a final examination or a major paper. An introductory course in Bankruptcy is suggested but not required.

Spring 2012 - Christopher S. Sontchi

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3) x

The course focuses on the constitutional law that governs searches, seizures, and confessions. The course considers in detail the evolution of the exclusionary rule and the development and administration of the probable cause and warrant

requirements. It also examines stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions.

The student's grade is based on a final examination and class participation.
Autumn 2011 - Jack O'Malley

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3) x

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The student's grade is based on a final examination.
Spring 2012 - Bernard E. Harcourt

Criminal and Juvenile Justice Project Clinic

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

The current focus of the Project is to provide quality legal representation to children accused of crime and delinquency. In that context, the Project seeks to expand the concept of legal representation to include the social, psychological, medical, and educational needs of our clients, including (but not limited to) developing alternatives to incarceration. The Project's other pedagogical goals involve developing pre-trial, trial and other lawyering skills; encouraging students to pursue public service careers and to make public interest work a part of their private practice; teaching students to apply and critically examine legal theory; and improving the system of justice and its relationship to the poor and to persons of color through litigation, legislative advocacy, and public education, including the development of policies and strategies for effective crime and violence prevention. The Project meets regularly for group case conferences and to discuss ethical issues, recent legal developments, and policy. Individual student-teacher conferences are frequent. Second-year students new to the Project are teamed with returning third-year students to foster collaboration and to ensure continuity in representation. The Clinic social worker and social work students are actively involved in many of the cases and activities. Students may be expected to interview clients and witnesses; inspect crime scenes; conduct fact investigations; participate in relevant community, professional and bar association activities; and prepare motions, briefs, memoranda, and other pleadings. Third-year students may also be expected to appear in court at status hearings, argue contested motions, present legal issues, negotiate with opposing counsel, and, depending on the case and the client-student-faculty assessment, participate in the representation of the client at trial. All students are encouraged to work collaboratively, creatively, and across disciplines in both direct representation and policy initiatives.

Second-year students wishing to enroll in the Project are strongly encouraged to enroll in Evidence early in their second year. Other strongly recommended courses include Criminal Procedure, Juvenile Justice, and Legal Profession. Third-year students are required to complete, prior to their third year, Pretrial Advocacy and

either the Intensive Trial Practice Workshop or Trial Advocacy. The credit awarded to this seminar is governed by the new rules for credit for clinical work: academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff.

Enrollment in the Project is limited, and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy.

Autumn 2011 - Herschella G. Conyers; Randolph N. Stone

Criminal and Juvenile Justice Project Clinic

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

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Winter 2012 - Herschella G. Conyers; Randolph N. Stone

Criminal and Juvenile Justice Project Clinic

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Enrollment in the Project is limited, and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy.

Spring 2012 - Herschella G. Conyers; Randolph N. Stone

Current Controversies in Corporate and Securities Law

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

This seminar deals with the most important developments in U.S. (and to some extent global) corporate and securities practice during the preceding year. The seminar and discussions provide analysis of the legal, political, and economic implications of these Developments.

Each student submits one paper and gives an oral presentation and analysis of another student's paper.

Winter 2012 - Richard Shepro

Divorce Law and Practice

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

This class provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of basic Family Law is recommended. The class will familiarize you with the complexities that arise when a family is divided and wife and husband are dissolving their marriage. Topics are covered in the sequence of an evolving case from the perspective of a practicing lawyer and include: initial client interviews and retention; determination of jurisdiction; interstate and international parental kidnapping; domestic violence; temporary and permanent child custody and visitation; temporary and permanent maintenance for spouse and support for children; awards of attorneys fees and costs; exploration of property rights and factors for determining a division; the valuation process and problems in dividing certain types of property; pre- and post-marital agreements; pretrial discovery; common evidentiary issues; federal tax aspects of marital dissolution and effects of bankruptcy.

One-third of the student's grade is based on class participation, and two-thirds is based on the drafting of court pleadings and legal memoranda.

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

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

Autumn 2011 - Donald Schiller

Drafting Contracts: The Problem of Ambiguity

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

This seminar examines what is arguably the most common cause of litigation over contracts—ambiguity. By reviewing and discussing many specific examples of ambiguity, students will learn to identify the various forms of ambiguity that occur in contracts and how to eliminate them. Using the readings and handout materials, students will prepare a checklist of ambiguity issues that will help them identify and eliminate ambiguity in all types of contracts that they will draft or review throughout their legal careers.

The seminar will analyze such issues as how an easily avoidable case of contract ambiguity led to the largest civil damages award in American history; how a case of postmodification ambiguity caused a million dollar ambiguity in a contract; how Roger Casement was “hanged by the comma” in the English Treason Act of 1351; and how a case of postmodification ambiguity altered the course of World War II. Grades will be based on a proctored final exam.

Winter 2012 - Preston M. Torbert

Economic Analysis of The Law

LAWS 73201 - 01 (3)

This course introduces the concepts of law and economics. Over the last forty years, economics has become an important tool for those who want to understand the effect legal rules have on the way people behave. This course also explores the extent to which the principles of economics can be used to explain the workings of the legal system itself. The topics covered in this course include the Coase theorem,

the choice between property and liability rules, the allocative effects of alternative liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; and the economics of legal procedure.

No prior acquaintance with economics or calculus is assumed; the relevant economic concepts are developed through an examination of particular legal applications.

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

Autumn 2011 - Anup Malani

Election Law: A Social Science Perspective

LAWS 95903 - 01 (1) x

This course focuses on two key topics in election law: reapportionment/redistricting and campaign finance regulation. The current round of redistricting that is occurring at present, as well as recent Supreme Court decisions make this a timely topic. We will focus on classic cases in election law, as well as research in political science and economics that bear on those cases.

Grades will be based on class participation and a short paper. There are no prerequisites.

This mini-course will meet January 6, 9, 10 and 11.

Winter 2012 - Richard Holden

Electronic Commerce Law

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

This seminar focuses on both the technology involved in electronic commerce and the law surrounding the emerging field. Electronic commerce is growing at an exponential rate. As more of our daily commercial lives are lived through use of computers, decisions must be made: will existing law treat e-commerce no differently than any other kind of commerce, or must new laws emerge to take into account some of the radical new transactions and complications? The seminar will begin with an overview of the history and infrastructure of the Internet, setting the groundwork and providing students with a working knowledge of the terminology and technology they will likely encounter working in this legal field. Additional background discussion will involve the concept of regulation of the Internet, global vs. national perspectives on the law of the Internet, and conceptions of sovereignty. Topics will be dictated by the needs of the moment, but will potentially include electronic contracts, digital signatures, the application of traditional UCC doctrines such as the mailbox rule and the statute of frauds to e-commerce, Internet sales of highly regulated goods (such as alcohol, firearms, pharmaceuticals), the domain name system and its relation to trademark law, trade-related issues such as consumer fraud/protection and product disparagement, sales taxation, Internet and business method patents, digital cash/smart cards, digital checks, electronic securities law, Internet gambling, commercial privacy, and e-commerce in gray and black markets. Time permitting, we may also explore the relationship of international law to e-commerce, the effect of e-commerce concepts on commercial litigation, and export control laws involving cryptography.

Enrollment is capped at 20.

Topics not covered in the seminar will be suitable for papers.

Students may either write a substantial paper or write a shorter paper and make a presentation to the class at the end of the quarter.

Winter 2012 - Marsha F. Nagorsky

Emotion, Reason, and Law

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

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

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

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

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

Other topics will be included as time permits.

Undergraduates may enroll only with the permission of the instructor.

Spring 2012 - Martha C. Nussbaum

Employment Discrimination Clinic

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

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

explaining why the client was the victim of discrimination, and represent clients at informal hearings before the Department. Second- and third-year students will jointly handle cases in the Commission and at various pre-trial stages. They will be involved in discovery (drafting requests, responding to the employer's discovery, reviewing the information produced in discovery, etc.) and pretrial preparation (i.e., interviewing witnesses, drafting the pretrial memorandum, etc.). Second-year students will be given the opportunity to attend status hearings and hearings on contested motions, along with the third-year student assigned to the case. Moreover, if the case goes to trial, the second-year student will be actively involved in all phases of trial preparation and will attend the trial. Third-year students in the Project are assigned cases that are awaiting trial in the Commission. In these cases, third-year students attend status conferences, argue contested motions, engage in discovery, negotiate with the employer, and prepare the case for trial. If the case goes to trial, the third-year student will be expected to be the lead attorney on the case. The Project also handles, or is otherwise involved in, several appeals each year. Both second- and third-year students work on these appeals researching and drafting appellate briefs. If possible, third-year students present the oral arguments in the appeals.

It is suggested, but not required, that all students in the Employment Discrimination Project take the Employment Discrimination course.

Third-year students participating in the Employment Discrimination Project are required to take Evidence.

Third-year Students are strongly encouraged to take, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy.

Enrollment in the Employment Discrimination Project is limited and preference will be given to students who take Pretrial Advocacy and the Intensive Trial Practice Workshop.

The student's grade is based on class participation.

The credit awarded to this seminar is governed by the new rules for credit for clinical work.

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

Evidence is a prerequisite for 3L's in the clinic.

Pretrial Advocacy and the Intensive Trial Practice Workshop (or an equivalent trial practice course) are highly recommended for 3L's in the project.

Autumn 2011 - Randall D. Schmidt

Employment Discrimination Clinic

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Winter 2012 - Randall D. Schmidt

Employment Discrimination Clinic

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Spring 2012 - Randall D. Schmidt

Employment Discrimination Law

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

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

Enrollment will be limited to 20 students.

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

Winter 2012 - James Whitehead

Entrepreneurship and the Law

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

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

This seminar is a prerequisite for participation in the Institute for Justice Clinic on Entrepreneurship.

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

Spring 2012 - Elizabeth W. Milnikel; Erika Pfleger

Environmental Law

LAWS 46001 - 01 (3)

The course offers an introduction to the legal regulation of environmental quality. The course covers the principal federal environmental statutes, particularly the Clean Air Act, the Clean Water Act, hazardous waste regulation and liability, the Endangered Species Act, and the National Environmental Protection Act.

Illustrative topics include the theoretical foundations of environmental regulation, including economic and non-economic perspectives on environmental degradation; the objectives of environmental regulation; the development of information about environmental quality; the appropriate scale of environmental decision making and federalism issues; and the choice of regulatory tools, such as regulation, taxes, marketable permit schemes, liability rules, and informational requirements. The student's grade is based on a final examination.

Autumn 2011 - Eric Biber

Ethical Quandaries in Legal Practice

LAWS 41013 - 02 (2) p, x, m

With the advent of 24-hour news cycles and the proliferation of social media communications, the practice of law, like many professions, is under intense scrutiny from clients, the judiciary, regulators and peers. The attendant risk to the reputations of practicing attorneys is much higher than it has ever been.

This seminar will satisfy the professional responsibility/ethics graduation requirement. Through analysis of ethical issues that lawyers operating in the public and private sector face on a daily basis, we will study the challenges, pitfalls, consequences and opportunities associated with the ethical practice of law. Pending confirmation, seasoned attorneys with public sector experience, private practitioners and members of the judiciary will, at times, join portions of the seminar to discuss real world scenarios and provide insight into how attorneys can successfully navigate through ethical minefields.

Winter 2012 - Joseph Alesia

European Legal History

LAWS 91901 - 01 (2) x, m

This survey seminar examines major tendencies and most important events in European Legal History. The seminar begins with the codification of Roman Law by emperor Justinian and the emergence of Germanic law during the migration period and moves forward to the 20th century. The seminar covers subjects as the emergence of jurisprudence in the middle ages and the structures of the *ius commune*, the reception of Roman Law, the spread of humanistic jurisprudence, the rise of natural law, the codification movement and the totalitarian challenges to law in the first half of the 20th century.

Students grade will be based on a final exam and class participation.

Winter 2012 - Richard H. Helmholtz

Evidence

LAWS 41601 - 01 (3) x

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

Winter 2012 - Brian Leiter

Evidence

LAWS 41601 - 01 (3) x

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

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

Spring 2012 - Emily Buss

Evolution of Legal Doctrines

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

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

Autumn 2011 - Frank H. Easterbrook

Evolving Regulation of Financial Institutions and Markets

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

In reaction to the recent market and financial institutions crisis, Congress enacted the Dodd-Frank Wall Street Reform and Consumer Protection Act, which mandates broad changes to the regulation of financial institutions. The Act requires numerous regulatory agencies to promulgate hundreds of new rules—a process that is currently underway. This seminar will consider certain areas addressed by the legislation and the ensuing rule-making process with particular attention to the causes of the crisis and its impact on the financial system. We will critically assess whether these measures are likely to promote the stated goals of the legislators, as well as the merits and feasibility of those goals. To that end, students will form groups concentrating on topics of interest leading to student oral reports and papers. We will meet weekly on Thursdays at 8:50 a.m. No prior courses are required. The Lecturer will provide basic background information concerning the structure and regulation of financial institutions and the features of key transactional arrangements (such as mortgage-backed securities and derivatives). The reading will be eclectic, and will include academic commentary on the subject, official reports on aspects of the crisis and, of course, portions of the legislation and proposed regulation.

Grades will be based on two papers (seven to ten pages each) and oral reports on selected topics.

Students wishing to earn three credits must extend one of the papers to 15-20 pages. Space is limited.

Spring 2012 - James Foorman

Executive Compensation

LAWS 43513 - 01 (3) r, w, x, m

This seminar will explore current issues in the area of executive compensation.

We will read examinations of the political implications of our current pay-for-performance culture, recent academic treatments of executive pay in both the finance and law literature, practical guidance issued by law firms and consultants to corporate boards, and expert testimony in current executive pay cases in which the professor is involved. The goal is to cover a mix of practical and theoretical issues in specific topics about pay, all within the larger social and political context. There is a burgeoning legal field of advising clients on these increasingly complex issues, and this seminar is designed to prepare you to enter that field.

Spring 2012 - M. Todd Henderson

Exoneration Project Clinic

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

The criminal justice system is not perfect. Innocent people are sometimes convicted of crimes they did not commit. When that occurs, the consequences for the lives of the wrongfully convicted and their families are truly devastating. By investigating and petitioning courts to reverse wrongful convictions, our Exoneration Project is dedicated to restoring justice. Our project represents innocent individuals who have been wrongly convicted. Students working in our project assist in every aspect of representation including selecting cases, investigating and developing evidence, as well as in-court litigation of post-conviction petitions, petitions for DNA testing, and federal habeas petitions. Students work closely with our clients and have an opportunity to develop their oral and written advocacy skills by preparing written pleadings and by appearing before trial courts and appellate court panels. Through participation in our project students will explore issues of error and inequality in the criminal justice system, including police and prosecutorial misconduct, the use of faulty scientific evidence, coerced confessions, unreliable eyewitness testimony, and ineffective assistance of counsel. The Exoneration Project is an intensive, rigorous experience designed for students who are committed to providing the best possible representation to deserving clients.

Second-year students wishing to enroll in the Project are encouraged to take Evidence in their second year.

Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop.

Students are also encouraged but not required to take Pretrial Advocacy, Criminal Procedure I, and Criminal Procedure II.

Students selected for this project will receive credit for the work they do in accordance with the credit rules for all other clinical programs.

Autumn 2011 - Russell Ainsworth; Tara E. Thompson; Elizabeth Wang

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Winter 2012 - Tara E. Thompson; Elizabeth Wang; Russell Ainsworth

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Spring 2012 - Tara E. Thompson; Elizabeth Wang; Russell Ainsworth

Expressive Dimensions in Law

LAWS 77702 - 01 (3) w, x, m

People often make descriptive or normative claims about law or legal action based on what one or the other “says.” For example, people claim that law has positive or negative symbolic value, that legal actions such as prosecutions or convictions “send a message,” or that the law influences behavior by its expressive power, separate and apart from its sanctions or legitimacy. In criminal law, some theorists have distinguished punishment from penalties (or prices) by the nature of what punishment expresses. Others claim that we can’t legalize sales of human organs or illicit drugs without sending the “wrong message.” In the law of equality, some theorists have identified the wrong of discrimination, including state discrimination in violation of equal protection, by the nature of what a discriminatory act expresses. Still other theorists posit that law influences behavior across domains by “signaling” information or by changing the “social meaning” of an action.

Occasionally, the law tries to regulate the state’s expression, as in the interpretation of the Establishment Clause that prohibits state action that “endorses” religion. In this seminar, we will examine these many different kinds of expressive claims in legal theory and try to come to a more considered, systematic view about them.

Winter 2012 - Richard H. McAdams

Fair Housing

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

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

The student’s grade will be based on a series of short research papers and class participation.

Winter 2012 - Lee Fennell

Family Law Seminar: Divorce

LAWS 45003 - 01 (3) x, m

This seminar will explore the substantive and procedural law aspects of a contested divorce proceeding in which custody, visitation, and finances are at issue. Attention will also be paid to the uses and abuses of alternative dispute resolution—both public and private—in family law disputes as well as the role played by a variety of types of expert witnesses. Students will draft papers (including a marital settlement agreement), argue motions, and have the opportunity to take a mock deposition. Readings will be drawn from the academic literature in Family Law, Cases, Practitioner’s Treatises, the academic literature on Civil procedure (including the

effects of fee and cost shifting provisions), and the literature on alternative dispute resolution. A visit to court-call in the Cook County Domestic Relations Division will be required for all those enrolled in the seminar.

There is no exam. The seminar will be graded 60% on written work, and 40% on class participation and in-class exercises.

Spring 2012 - Lisa Bernstein

Federal Courts from the Judge's Perspective

LAWS 51402 - 01 (3) r, w, x, m

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

Winter 2012 - Diane P. Wood

Federal Criminal Justice Clinic

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

The Federal Criminal Justice Clinic's primary mission is to zealously represent indigent defendants charged with federal crimes while giving students a unique opportunity to practice in federal district court. The FCJC is the first legal clinic in the country that exclusively represents clients charged with federal felonies, and is one of only a few legal clinics that allows students to appear in federal district court on behalf of criminal defendants. The clinic's cases fall into two categories. The first category consists of cases we enter at the time of the arrest, carry through the district court to trial or guilty plea and sentencing, and then carry through appeal and beyond. The second category consists of cases we become involved in at a later stage of the proceedings because they present a novel legal issue or an issue on which there is a circuit split. We join with other defense attorneys who are litigating cases that enable us to raise the legal issue at the district court level, handle or assist in any Seventh Circuit appeals that arise on the issue, and, if necessary, litigate the issue all the way to the United States Supreme Court. FCJC students are generally assigned to cases in teams of two. Students interview clients and witnesses; meet regularly with clients at the federal jail; conduct and participate in bond hearings, preliminary hearings, arraignments, plea hearings, sentencing hearings, and trials; write and argue motions and briefs; negotiate with Assistant United States Attorneys and probation officers; and participate in investigations. Students learn to represent clients at every stage of a federal criminal case by attending required weekly supervision sessions that include skills exercises and simulations, as well as lectures and discussions.

Students enter the FCJC in their third year. Given the intensity and timeline of federal criminal cases, students are required to commit to three quarters in the FCJC, and they receive two credits per quarter, with a required time-commitment of ten hours per week.

The pre-requisites/co-requisites are Evidence, Criminal Procedure I, and Federal Criminal Procedure. Students may take these required courses during their 2L year OR during the fall quarter of their 3L year. In addition, it is strongly recommended that FCJC students also take the Intensive Trial Practice Workshop.

Autumn 2011 - Alison Siegler

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Spring 2012 - Alison Siegler

Federal Criminal Practice

LAWS 47502 - 01 (3) x, m

This seminar, taught by two former Assistant United States Attorneys in Chicago, will expand students' knowledge of the scope and application of federal criminal law, and will challenge students to think and act as practicing prosecutors and defense attorneys. The seminar will review five major areas of federal criminal law: (1) the role and scope of the federal criminal system; (2) narcotics and money laundering prosecutions; (3) the use of informants; (4) public corruption and mail fraud; and, (5) racketeering. Students will gain a working knowledge of the relevant case law on these topics, and will also review actual cases prosecuted in federal court in the Northern District of Illinois.

This seminar is unique in that it will incorporate a practical component into the last four of these subject areas, including: writing and arguing a motion to suppress and a motion to dismiss, and writing and arguing an opening statement and closing

argument. These practical exercises will be based on actual cases brought in federal court, and will give students an opportunity to represent both the government and the defendant.

Because of the practical component, class size will be strictly limited to 12 students. Students will submit for grading all four written exercises (i.e., motion to suppress, motion to dismiss, opening statement and closing argument outline), and will present or argue two of these assignments. These four written and two oral exercises will provide most of the basis for their grade. The four writings, up to ten pages each, will form the basis for 50 percent of each student's grade. The practical exercises will form the basis for 20 percent of each student's grade.

Lastly, to foster discussion on every topic covered, class participation will comprise 30 percent of each student's grade.

Spring 2012 - Lisa M. Noller; Daniel Rubinstein

Federal Criminal Procedure: From Bail to Jail

LAWS 47301 - 01 (3) x

This course (formerly called "Criminal Procedure II") conducts a survey of the pre-trial and post-trial federal criminal process from arrest through trial and sentencing. The law that governs after formal proceedings have commenced is based largely on the Federal Rules of Criminal Procedure and on certain constitutional provisions, but is less doctrinal and constitutional than the law that governs during the investigative stage of a case. Topics include: pretrial release and detention, the preliminary hearing, the grand jury, the charging instrument, joinder and severance, discovery, selected trial issues (including confrontation rights), plea bargaining and negotiation, and sentencing. We also examine perspectives on prosecutorial discretion and ethics, as well as ethical issues surrounding the representation of criminal defendants. Various guest speakers typically visit class, including federal district court judges, an Assistant United States Attorney, and a criminal defense lawyer.

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

This course will not cover any of the material addressed in Criminal Procedure I, and that course is not a prerequisite.

Autumn 2011 - Alison Siegler

Federal Jurisdiction

LAWS 41101 - 01 (3) x

This course covers the role of the federal courts in the federal system. Topics will include federal question 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.

There are no prerequisites other than Civil Procedure II.

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

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

Autumn 2011 - Adam K. Mortara

Federal Legislative Power

LAWS 66303 - 01 (2 to 3) +, w, x, m

This seminar examines the legislative powers granted to Congress by the Constitution. Covered topics include well known legislative powers (commerce and spending), lesser known powers (such as copyright power and the power to punish counterfeiting of securities and currency), and quasi-legislative powers (such as the treaty power). The seminar will focus on how courts have defined these powers, how the courts' treatments comport with different theories of constitutional interpretation, and also more broadly how the specific powers interact with one another—especially how they interact with the Commerce Clause.

Grades will be based on a series of short papers or one longer paper.

Constitutional Law I: Government Structure is a prerequisite.

Winter 2012 - Joshua Z. Rabinovitz

Federal Regulation of Securities

LAWS 42401 - 01 (4) +, w, x

This course covers the basic economic and legal principles of public equity markets. We will look at the public offering (IPO) and private placement process in some detail, paying special attention to the key securities statutes and the complex rules issued by the Securities and Exchange Commission. We will also examine the basic principles of trading, including tender offers, private securities actions, and damages. The economics of finance and capital markets is employed to assist the analysis.

Corporation Law/Business Association I/Business Organizations is a prerequisite, although it may be taken concurrently.

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

In addition, we will meet one-hour per week for a laboratory session in which students will work with a corporate lawyer from Chicago and the professor on practical exercises, such as drafting securities documents and negotiating deal terms.

Autumn 2011 - M. Todd Henderson; John P. Kelsh

Federal Regulation of Securities

LAWS 42401 - 01 (3) +, x

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

Corporation Law/Business Associations I/Business Organizations is a prerequisite, although it may be taken concurrently.

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

Spring 2012 - Thomas J. Miles

Federal Sentencing: Balancing Judicial and Prosecutorial Discretion

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

The Supreme Court has dramatically changed the federal sentencing landscape in recent years, making federal sentencing the least settled and most dynamic area of federal criminal jurisprudence. This seminar examines the recent federal sentencing revolution in the context of the history of federal sentencing. We will study the Federal Sentencing Guidelines and recent Supreme Court cases that struggle to define the Guidelines' proper role in sentencing. A central focus of the seminar will be the ongoing struggle to balance judicial discretion and prosecutorial discretion, and the fundamental tension this creates between the executive branch and the judiciary. The seminar will also focus on the debate over sentencing disparities. Reading materials are varied and include Supreme Court and lower court cases, the United States Sentencing Guidelines, law review articles, Sentencing Commission studies and reports, and Department of Justice internal directives. Various guest speakers will visit class, including a federal district court judge and an Assistant United States Attorney.

Each student will be expected to research and write a 20-25 page paper in response to a specific assignment.

Students will be graded based on their written submissions and class participation.
Spring 2012 - Alison Siegler; James M. Burnham

Financial Accounting for Lawyers

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

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

The grade for the seminar will rely heavily on class participation, as well as mid-term and final exam results.

Winter 2012 - David A. Bowers

Food and Drug Law

LAWS 94501 - 01 (3) w

This course explores legal and policy issues in the federal regulation of foods, drugs, medical devices, and other products coming within the jurisdiction of the FDA. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, and a variety of other issues relating to the development and marketing of regulated products.

Winter 2012 - Jack R. Bierig

Foreign Relations Law

LAWS 97801 - 01 (3)

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

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

Grades will be based on a final examination.

Autumn 2011 - Daniel Abebe

Fundamentals of Accounting for Attorneys

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

This seminar will teach the basic fundamentals of accounting to better prepare you to recognize and understand financial business issues related to the practice of law. Topics include key accounting concepts, reading financial statements and financial statement analysis. The class sessions will include guest speakers presenting on current accounting hot topics such as Sarbanes Oxley, International Financial Reporting Standards (IFRS) and forensic accounting (investigating accounting frauds).

The class is designed for those who have never taken an accounting class and/or have little financial background. There are no prerequisites but you should not take this class if you have taken an accounting class before or if you have experience in finance or accounting.

Grades will be based on papers and a final examination.

Autumn 2011 - Philip Bach; Melissa E. Dugan

Gendered Violence and the Law Clinic

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

When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What actions should government and the legal system take to address gendered violence? What tools are available to survivors and how useful are those tools? How can we determine when government intervention is appropriate, required, or counter-productive? Students will explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at the Legal Assistance Foundation of Metropolitan Chicago's office in the Loop (LAF). Students will work primarily in LAF's Children and Family Practice Group while accepting some assignments from LAF's Housing, Consumer, Public Benefits, and Immigrant and Workers' Rights Practice Groups. Students will assist with representation of domestic and sexual violence survivors to meet a broad range of legal needs, which could include protective orders, divorce and custody litigation, VAWA self-petitions and U-Visa applications, advocacy in child abuse and neglect proceedings, housing and eviction matters, unemployment insurance hearings, and TANF appeals. All students will be expected to interview clients, prepare written discovery, develop witness statements, conduct legal research, and draft pleadings, motions and court orders. Third-year students eligible for a 711 license will appear in court under attorney supervision.

Students will be assigned to the various practice groups based on the capacity of LAF to accommodate the students into each practice area. Prior experience and language skills may be considered in determining each student's clinical placement. Students' grades will be based on participation in the seminar, participation and quality of performance in the clinical field work, and a series of reaction/reflection papers.

Participation over both Winter and Spring quarters is required.

Winter 2012 - Neha Lall

Gendered Violence and the Law Clinic

LAWS 63313 - 01 (4) a

When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What actions should government and the legal system take to address gendered violence? What tools are available to survivors and how useful are those tools? How can we determine when government intervention is appropriate, required, or counter-productive? Students will explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at the Legal Assistance Foundation of Metropolitan Chicago's office in the Loop (LAF). Students will work primarily in LAF's Children and Family Practice Group while accepting some assignments from LAF's Housing, Consumer, Public Benefits, and Immigrant and Workers' Rights Practice Groups. Students will assist with representation of domestic and sexual violence survivors to meet a broad range of legal needs, which could include protective orders, divorce and custody litigation, VAWA self-petitions and U-Visa applications, advocacy in child abuse and neglect proceedings, housing and eviction matters, unemployment insurance hearings, and TANF appeals. All students will be expected to interview clients, prepare written discovery, develop witness statements, conduct legal research, and draft pleadings, motions and court orders. Third-year students eligible for a 711 license will appear in court under attorney supervision.

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Participation over both Winter and Spring quarters is required.

Spring 2012 - Neha Lall

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

LAWS 95902 - 03 (1) a, x

We will explore these works on crime, politics, and policing in the City of Baltimore: David Simon, "Homicide: A Year on the Killing Streets," Davis Simon Ed Burns, "The Corner: A Year in the Life of an Inner City Neighborhood," Peter Moskos, "Cop in the Hood: My Year Policing Baltimore's Eastern District," and all of "The Wire." We will focus particularly on the drug war – the economics and violence of the trade; the culture of the police bureaucracy; alternative law enforcement strategies such as informants and wiretapping; the politics of race, crime rates,

and legalization; and the effects of addiction. But these works also examine, within Baltimore, the effects of declining blue collar jobs and weakening labor unions; the effects of race, incumbency, and corruption on local politics; the challenges and failures of urban education and child welfare agencies; and the role of the city newspaper in self-governance.

Preference is given to 3L students.

Graded Pass/Fail.

Autumn meetings will be 10/19 and 11/9.

Autumn 2011 - Jonathan Masur; Richard H. McAdams

Greenberg Seminar: Kafka and the Law

LAWS 95902 - 01 (1) a

Franz Kafka, the greatest lawyer writer of fiction, made law a theme of some of his most important fiction, such as the novel *The Trial* and the stories *In the Penal Colony* and *The Judgment*. And fiction by him that is not directly about law often deals with social problems with which law frequently deals. The seminar will read a number of his fictional works (which are short), and also some of his law-office writing, with a view toward identifying and analyzing the legal and policy themes (but also their philosophical and literary aspects) in his "day job" as a workers' compensation lawyer and in his fiction.

Interested students should write to all three professors by September 15, saying why they want to take the class and what their relevant background is in literature.

This class is capped at 15. 12 seats will be allocated to J.D. students and 3 to LL.M. students.

Graded Pass/Fail.

Autumn 2011 - Martha C. Nussbaum; Richard A. Posner; Randy L. Berlin

Greenberg Seminar: Law in Chicago Fiction

LAWS 95902 - 06 (1) a, x

We will read some plays and novels set in Chicago that address a range of legal issues. Among the readings will be the classics, *A Raisin in the Sun*, *The Jungle*, and *Native Son*.

Graded Pass/Fail.

Autumn 2011 - Emily Buss; Lee Fennell; Richard H. McAdams

Greenberg Seminar: Religion and the State

LAWS 95902 - 05 (1) a, x

This seminar will examine the role of religion in such context as civil rights, abortion, evolution, same-sex marriage, the public arena, and political discourse.

Graded Pass/Fail.

Autumn meetings will be October 11, October 25, and November 15.

Autumn 2011 - Geoffrey R. Stone; Jane Dailey

Greenberg Seminar: The Internet Generation

LAWS 95902 - 07 (1) a, x

This Greenberg Seminar will read and discuss popular as well as academic thinking about the impact of the Internet on its first generation of full-time users, as well as the impact this generation is having on the future of the Internet and society. We plan to read such books as Jonathan Zittrain's *The Future of the Internet and How*

to Stop It; Sherry Turkle's *Alone Together: Why We Expect More from Technology and Less from Each Other*; Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains*; *The Googlization of Everything (and Why We Should Worry)* by Siva Vaidhyanathan; and perhaps Tim Wu's *The Master Switch*.

Graded Pass/Fail.

The instructors will provide the books and will meet on Thursday evenings in the faculty members' home.

Autumn 2011 - Saul Levmore; Julie Roin

Greenberg Seminar: US Foreign Policy after the "Arab Spring" and the Death of Bin Laden

LAWS 95902 - 02 (1) a, x

This Greenberg seminar takes up questions of U.S. foreign policy, with special attention to the Middle East and South Asia, in the wake of Bin Laden's death and the Arab Spring. We will read recent work on specific countries and policy problems, as necessary supplemented by other material.

Graded Pass/Fail.

Autumn 2011 - Aziz Huq; Eric A. Posner; Daniel Abebe

Greenberg Seminar: Wine and the Law

LAWS 95902 - 04 (1) a, x

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

Graded Pass/Fail.

Autumn meeting will be 10/18 and 11/7.

Autumn 2011 - Thomas Ginsburg; Jonathan Masur

Health Law

LAWS 46201 - 01 (3)

This course surveys the law and policy applicable to health care financing and delivery in the United States. The course will split its time between reviewing the new health care bill and covering traditional topics such as informed consent, medical malpractice liability, drug regulation, ERISA preemption, Medicare, Medicaid, and the application of antitrust law to health care.

Autumn 2011 - Anup Malani

Health Law and Policy

LAWS 78801 - 01 (3) c/l

This course explores the laws and 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 consider how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. It will also address other federal regulation of health care, including EMTALA and HIPAA. The focus will then shift to legal and policy issues relating to managed care organizations, including the functioning of these organizations and the effect of ERISA on their actions. Next, we will study the

impact of the tax, labor, and antitrust laws, as well as professional self-regulation, on the behavior of physicians, hospitals, and other health care institutions. Interspersed throughout will be discussion of various provisions of the Affordable Care Act.

The student may choose to take a proctored final examination (but only if at least 8 students opt for the exam) or to submit a paper.

The grade will be based on the examination or paper, as well as class participation.

Autumn 2011 - Jack R. Bierig

Higher Education And The Law

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

The university has long maintained that its history and role as a creator of knowledge and refuge for society's critics require that the government and the courts extend a special respect to the academy's need to govern itself. This seminar discusses how the courts have dealt with this argument in areas such as academic freedom; student admissions and discipline; faculty tenure, dismissal, and unionization; and teaching and research restrictions. Discussions focus on the competing interests of society and the university and the role of the courts in balancing these interests.

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

Winter 2012 - Arthur M. Sussman

Historic Preservation Law

LAWS 61302 - 01 (2) x, m

We will explore the origins of and rationale for preserving historic and cultural resources and preservation's place in land use law. The seminar will also cover local and federal landmark laws, to understand the restrictions on owners' use of their property, enforcement provisions and governmental incentives. We will also cover the relationship between the Fifth Amendment's taking clause and landmark preservation, particularly as explained in the Penn Central decision.

Spring 2012 - Richard F. Friedman

Housing Initiative Clinic

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

The Housing Initiative is a transactional clinic in which students provide legal representation to community-based housing developers, tenant groups, and other parties involved in the affordable housing development. Students advise clients on structuring issues; negotiate, draft and review construction loan documents, construction contracts, purchase and sale agreements, partnership agreements, and other 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. In addition to working on specific transactions, students in the Housing Initiative meet in a weekly seminar to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students' work. Academic credit for the Housing Initiative varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Autumn 2011 - Jeffrey E. Leslie

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Winter 2012 - Jeffrey E. Leslie

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Spring 2012 - Jeffrey E. Leslie

Housing and Development: Law and Policy

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

In this seminar we will explore a range of issues concerning American housing law and policy. Topics will include the historical development of interventions in the housing market as well the economic justifications for these interventions. Regulatory and spending programs will be compared and contrasted. We will consider the current mortgage and mortgage foreclosure crisis and its implications for housing policy and law. In addition, we will discuss comparative advantages and disadvantages of government programs designed to stimulate supply and those geared to increasing demand. One class will also be devoted to issues of housing discrimination. We live in a wonderful laboratory for studying what does

and does not work in housing policy. Therefore, where appropriate, we will draw comparisons and contrasts between housing laws and policies in Chicago and those of the nation as a whole. We will likely have a guest speaker join us for one class. Winter 2012 - Michael H. Schill; Michael A. Stegman

Immigrant Children's Advocacy Project Clinic

LAWS 65013 - 01 (1) +, a, s, x

The Immigrant Child Advocacy Project (ICAP) promotes the best interests—safety and well-being—of unaccompanied immigrant children in the United States. Each year, thousands of children separated from their parents or guardians are detained by the federal government and placed in immigration proceedings. Pursuant to federal law, ICAP is appointed as Child Advocate (best interests guardian ad litem) for the most vulnerable of these children and advocates for their best interests on issues including their care, custody, release, legal relief and repatriation. Students admitted to the ICAP Clinic are assigned to work one-on-one with a child at a Chicago-area facility (located on the far north and south sides of Chicago). Each student meets weekly the child, and under the direction of an ICAP attorney advocates for the child's best interests with federal officials, immigration judges, asylum officers and immigration attorneys. As part of this clinic, students serve as the best interests guardian ad litem (Child Advocate), not as the child's immigration attorney.

ICAP admits both second-year and third-year law students to the clinic. Students who enroll in the clinic must:

1. speak Spanish, Mandarin, Hindi, Gujarati, Punjabi, or Arabic (each year ICAP admits 2 students who speak other languages or only English);
2. participate in a 2-day intensive course (Friday Saturday) during the first week of Fall Quarter;
3. participate in weekly class meetings/case rounds during the fall, winter and spring quarters;
4. serve as Child Advocate for at least two children (including weekly visits to a detention facility on the far north or the south side of Chicago) and submit a best interests brief on each child's behalf;
5. participate in at least one policy or legislative advocacy initiative at ICAP;
6. commit to at least 2, but no more than 3 quarters in the clinic.

For more information about ICAP, visit: www.ImmigrantChildAdvocacy.org.

Autumn 2011 - Jennifer Nagda; Maria Woltjen

Immigrant Children's Advocacy Project Clinic

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

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Winter 2012 - Jennifer Nagda; Maria Woltjen

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For more information about the Immigrant Child Advocacy Project, visit:
www.ImmigrantChildAdvocacy.org.

Spring 2012 - Jennifer Nagda; Maria Woltjen

Immigration Law

LAWS 50001 - 01 (2)

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

Winter 2012 - Jennifer Nagda; Elizabeth Frankel

Independent Research

LAWS 49901 - 01 (1 to 2 to 3) +, r, w

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

Autumn 2011 -

Independent Research

LAWS 49901 - 01 (1 to 2 to 3) +, r, w

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

Winter 2012 -

Independent Research

LAWS 49901 - 01 (1 to 2 to 3) +, r, w

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Spring 2012 -

Institute for Justice Clinic on Entrepreneurship

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

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to local lower-income entrepreneurs who are pursuing the American Dream on a shoestring. Students in the IJ Clinic advise clients on issues such as business formation; license and permit application; contract and lease review; contract negotiations; intellectual property protection; and basic tax and regulatory

compliance. Students are involved in all phases of client representation and have the opportunity to interview and counsel clients; draft business documents and contracts; negotiate with contractors, investors, or lenders; prepare documents for filing; research complex regulatory schemes and advise clients on how to comply; and occasionally represent clients before administrative bodies. Students gain both practical skills in transactional lawyering and a deep understanding of the entrepreneur's role in the inner city.

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

The seminar Entrepreneurship The Law is a prerequisite unless a student has received special permission from the instructors based on equivalent coursework. Autumn 2011 - Elizabeth W. Milnikel; Erika Pfleger

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Spring 2012 - Elizabeth W. Milnikel; Erika Pfleger

Insurance Law

LAWS 43601 - 01 (3) x, m

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

Autumn 2011 - Nathaniel S. Shapo; Jeffrey Lange

Intellectual Property Litigation: Advanced Issues

LAWS 98602 - 01 (3) +, s, x, m

Intellectual Property litigation provides a framework for exploring complex federal civil litigation practice. This seminar will provide both insights into the practice of the trial lawyer as well as analysis of central intellectual property law concepts. Using case studies, we will examine issues such as the tactical and practical dimensions of preliminary injunction practice; the use of experts to address specialized subject matter, including the use of market research surveys to prove consumer perception; availability of equitable remedies; and persuasive trial presentation of complex facts.

Trademarks and Unfair Competition is a prerequisite to taking this course, and completion of Evidence is helpful.

Grades will be based on class participation, oral arguments on motions, and written briefs.

Winter 2012 - Douglas Masters

Intellectual Property-based Finance and Investment

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

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

Autumn 2011 - Michael D. Friedman

Intensive Trial Practice Workshop

LAWS 67503 - 01 (2) +, s, u

This practicum teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures and demonstrations, but primarily through simulated trial exercises. Topics include opening statements, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with lectures and critiques from varied perspectives. The practicum concludes with a simulated jury trial presided over by sitting state and federal court judges.

Open to J.D. Students only.

Evidence is a prerequisite.

Students taking the Intensive Trial Practice Workshop may enroll in Pre-Trial Advocacy.

Completion of this workshop partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois.

This practicum is open only to students entering their 3L year and limited to 54 with preference given to students who have been accepted into a Clinic course.

Students who have taken Trial Advocacy (LAWS 67603), Poverty and Housing Law Clinic (LAWS 90512), or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this course.

The student's grade is based on class participation.

This practicum meets everyday from 1 p.m. to 6 p.m. (sometimes later) for two weeks starting September 12, 2011. Trial on September 24, 201,1 from 8 a.m. to 1 p.m.

Autumn 2011 - Herschella G. Conyers; Craig B. Futterman; Randolph N. Stone

International Arbitration

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

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

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

Spring 2012 - Alan D'Ambrosio; Javier Rubinstein

International Complex Litigation

LAWS 93605 - 01 (3) x, m

This seminar will explore international issues that arise in civil litigation in U.S. courts. We will consider the various procedural issues that arise when courts are presented with foreign parties, foreign conduct, foreign evidence, and foreign states, and the various international and domestic legal sources that govern how U.S. courts must deal with these ever-increasing complexities in civil litigation. Topics will include subject-matter and personal jurisdiction, forum and venue, choice of law, foreign judgments, and foreign states.

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

Spring 2012 - Zachary Clopton

International Environmental Law

LAWS 92702 - 01 (3) w, x, m

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

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

Winter 2012 - Georgie B. Geraghty

International Finance

LAWS 48901 - 01 (2)

Today the volume of international financial flows far exceeds the volume of international trade. This mini-course addresses the international regulatory aspects of U. S. domestic banking and security markets and contrasts them with foreign markets. The focus is on U.S., European, and other regulatory systems and the role of international financial institutions. In addition to introductory material on U.S. banking and securities regulation, foreign exchange markets, and the growth of Eurocurrency markets, two particularly current topics will be addressed: (1) international regulatory aspects of the recent international financial crisis and (2) changes in U.S. law made or under consideration to respond to that crisis.

This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation, but this course does not assume that students have taken those other courses.

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

This mini course meets for the first four weeks of the quarter.

A vote will be taken on the first day of class to determine when the take-home final will be given.

Winter 2012 - Kenneth W. Dam

International Income Taxation

LAWS 44601 - 01 (3)

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.

Spring 2012 - Julie Roin

International Investment Arbitration

LAWS 96403 - 01 (3) r, w, c/l, x, m

This seminar will cover the law and policy of international investment arbitration, a regime of growing importance. It will cover major doctrinal issues as well as social science readings on the origins and consequences of the arbitration regime for development, international relations, and law.

Spring 2012 - Thomas Ginsburg

International Trade Law

LAWS 48401 - 01 (3) e, x

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

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

Spring 2012 - Anu Bradford

Introduction to Islamic Law

LAWS 80212 - 01 (3) c/l

This course introduces students to the structure and central concepts of Islamic law, and explores its implementation in practice through its long history. The course pursues two parallel strands of inquiry. One weekly class meeting is dedicated to a close reading and discussion of primary legal texts in translation. In the second meeting, we trace the historical role of Islamic law in Muslim societies, beginning with the emergence of localized normative traditions and ending with a consideration of the nature of Islamic law in the modern globalized world.

All readings will be in English.

Autumn 2011 - Ahmed El Shamsy

Introduction to Partnership Taxation

LAWS 44301 - 01 (3) +, s

This course examines income tax aspects of partnerships. Partnerships have become a widely used business structure, particularly since the invention of limited liability companies (which are treated as partnerships for tax purposes) and the increase in the number of start-up ventures and sophisticated financial ventures such as hedge funds and private equity funds that rely upon partnership tax principles to maximize investors' returns. The course uses problem sets to illustrate the application of basic principles to formations, income allocations, borrowings, and distributions 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.

Winter 2012 - Todd D. Golub; Richard M. Lipton

Introductory Income Taxation

LAWS 44121 - 01 (3)

This course provides a survey of the essential elements of the U.S. income tax, with principal focus on the taxation of individuals. Points of concern are the nature of income, its timing and measurement, the notions of tax benefit and tax incentive, realization, sales and exchanges, the boundary between personal and business expenditures, capital recovery and capital gains, and assignment of income among related taxpayers.

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

Autumn 2011 - Julie Roin

Introductory Income Taxation

LAWS 44121 - 01 (3)

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.

Winter 2012 - David A. Weisbach

Investment Management

LAWS 80102 - 01 (2 to 3) c/l, x, m

This seminar provides an introduction to the investment management industry--the development and distribution of investment advisory services and financial investment products to investors and retirement plans. Although the growth and development of the U.S. capital markets in the preceding 30 years has been remarkable, the increase in the size and significance of the investment management industry has been even more dramatic. While during the period from 1980 to the market's peak in October 2007 the Dow Jones Industrial Average increased by an unprecedented rate of nearly 16-fold, during the same period the investment management industry increased by over 90-fold, with estimates of discretionary assets under management in the industry exceeding \$13 trillion. This growth in the size of the industry is coupled with an increase in the breadth and complexity of the investment products offered, involving a broad array of disciplines with

which legal advisers and industry participants need to have a basic familiarity. This seminar examines the basic regulatory framework--primarily the federal Investment Company Act and Investment Advisers Act--by analyzing selected issues involving the structure, management, marketing, and distribution aspects of mutual funds and other investment products. Other topics will be highlighted through analysis of the development of new investment products, such as ETFs and publicly offered hedge funds and private equity funds. The role of, and impact on, the investment management industry in regards to the recent financial market crisis will provide a framework for our discussions. This seminar will provide an introductory level analysis of certain core areas of the investment management industry, including portfolio management philosophies; basic characteristics of equity, fixed income, and alternative asset classes; the role of fund directors, conflicts of interest, and corporate governance issues; and distribution and marketing-related issues, including the impact of the Internet on financial product design and distribution. A student's grade will be based on a final examination.

Active class participation is encouraged and may be a factor in the final grade.

A student electing to write a 10- to 12-page paper in addition to taking the exam may receive three credits and will be graded on both the paper and the exam.

Autumn 2011 - Tom Hale

Judicial Decisionmaking Seminar: The Delaware Supreme Court

LAWS 50203 - 01 (3) +, w, s, m

This seminar is a state-law and business-law version of the popular "Constitutional Decisionmaking" seminar offered for many years by Professor Stone. Students enrolled in the seminar will work as student-courts consisting of five "justices" each. During each of the first eight weeks of the quarter, each court will be assigned two hypothetical cases raising issues under Delaware corporate law. The cases will all involve mergers and acquisitions, but no familiarity with this area of law or practice is required or even encouraged.

Justice Jack Jacobs of the Delaware Supreme Court will be co-teaching the seminar with Professor Henderson. In the first week of classes, Justice Jacobs will come to Chicago to give an introductory lecture to the student-courts. For the next eight weeks, Justice Jacobs and Professor Henderson will offer written comments on student-court work. (This is an extraordinary opportunity to have your work evaluated by one of the Nation's leading jurists.) In the final week, Justice Jacobs and Professor Henderson will host a capstone dinner party and discussion of the term. All cases must be decided with a written opinion or opinions. Concurring and dissenting opinions are permitted and even encouraged. The decisions may be premised on a statute that will be provided and on any doctrines or precedents created by the student-courts themselves. The justices may not rely, however, on any actual decisions of any state or federal courts. Real cases may provide ideas, but they may not be cited or used as authority. The seminar is designed to give students some insight into the problems a judge confronts in collaborating with colleagues, interpreting an ambiguous statute, wrestling with legal and policy issues, and then living with the doctrines and precedents created

Corporation Law, Mergers Acquisitions, or any other business-law courses are not a prerequisite for participation in this seminar. Enrollment will be limited to three courts. Since the members of each court must work together closely

under rigid time constraints, students must sign up as five-person courts. To be eligible for participation in the seminar, students should send me an e-mail (toddh@uchicago.edu) by Friday, November 11, including the names and e-mail addresses of all five justices. Once courts sign up and are chosen to participate in the seminar, no one will be able to drop the seminar, unless they find a replacement member who agrees to take their place on the court. LLM students are permitted to enroll, but no court may consist of a majority of LLM students.

This seminar will not have regularly-scheduled classes (except as described above), but you should not underestimate the time demands. As with Prof. Stone's seminar, we expect it to be a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot and I will email you by Monday, November 14, to let you know whether your court has been selected.

Per professor, this course does not need a time slot.

Winter 2012 - M. Todd Henderson; Jack B. Jacobs

Jurisprudence I: Theories of Law and Adjudication

LAWS 47411 - 01 (3) e, x

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

Take-home essay exam.

Spring 2012 - Brian Leiter

Labor History and the Law

LAWS 92103 - 01 (3) r, x, m

This seminar examines the historical relationship between American workers and the law. It focuses on legal contests over workers' rights in the courts, legislatures, and administrative agencies during the late-nineteenth and twentieth centuries. Readings explore the ways in which law has shaped labor solidarity, class formation, and strategies for organization and resistance. They also consider the influence of

organized labor and of labor law on mobilization for social change, including the movements for civil liberties and civil rights. The seminar concludes by exploring current trends in American labor relations, including recent efforts to curtail the collective bargaining rights of public employees.

Grading will be based on class participation, a series of short response papers, and a seminar paper.

Winter 2012 - Laura Weinrib

Labor Law

LAWS 43101 - 01 (3) e, x

This course examines the statutory, administrative, and judicial law governing collective labor relations. The principal subjects are union organizing and collective bargaining, with particular attention to the National Labor Relations Act. Students consider the strategies adopted by labor groups, employers, and legal actors in response to evolving economic and social conditions. The course draws on historical and comparative perspectives to evaluate emerging alternatives to the existing labor law regime.

Grading is based on class participation and a final examination.

Spring 2012 - Laura Weinrib

Land Use

LAWS 61301 - 01 (3) x

This course will examine mechanisms for regulating land use and development. We will consider constitutional and other legal limitations on land use controls, as well as political, economic, and other policy considerations that bear on regulatory choices. The interactions among land use controls undertaken by different governing bodies will also receive attention.

The student's grade is based on a proctored final examination; participation may be taken into account as indicated on the syllabus.

Spring 2012 - Lee Fennell

Law and Advances in Medicine

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

This seminar will address the intersection of medicine, science, and law, focusing on issues related to human research, informed consent, the "new genetics," and other advances in biotechnology.

Enrollment is limited to 14 students.

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

Spring 2012 - Julie G. Palmer

Law and Literature

LAWS 99302 - 01 (2) x, m

This seminar will use the connections between law and literature to examine the development of law and the role of narrative and concepts of justice in the practice of law. Through reading and discussion of some of the world's greatest fiction, we will critically analyze legal themes, from their pre-law beginnings as wild justice to the rule of law. It is no coincidence that much of our imaginative literature and

our most popular media entertainment have issues of law as their main themes. Both use the literary imagination to construct a dramatic narrative that engages or persuades. To provide us with fictional illustrations of legal issues, we will read selections from Beowulf, Plato, Sophocles, and Shakespeare, to works by Kafka, Tolstoy and Melville.

There will be two short reaction papers, a questionnaire and no final examination. Class size is limited to 12 participants.

Winter 2012 - Randy L. Berlin

Law and Political Thought: Neoliberalism and Its Critics

LAWS 70705 - 01 (3) r, w, c/l

What is neoliberal thought, what are neoliberal policies, and what are the major critiques that have been leveled against neoliberalism? These are the questions we will explore in this course, focusing both on the primary texts that are generally associated with neoliberalism (e.g., Hayek and Friedman), as well as the most important critical attacks on neoliberalism (e.g. Harvey, Peck, Klein, and Sen). The term neoliberalism is often misunderstood, although it is nothing more than a neologism that combines the term "neo" (which means the revival of an older thing) with the term "liberalism" (which refers to early liberal economic thought). In this course, we will study the concept in depth in order to get a firm understanding of its theoretical and practical implications.

Winter 2012 - Bernard E. Harcourt

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

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

The purpose of this seminar is twofold. First, it introduces students to the political nature of the American legal system. In reviewing social science literature on courts, students focus on the relationship between the courts and other political institutions. The questions asked include the following: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? Second, by critically assessing approaches to the study of courts, the course seeks to highlight intelligent and sound approaches. Particular concern focuses on assumptions students of courts have made, how evidence is integrated into their studies, and what a good research design looks like.

There will be a mandatory preliminary meeting for interested students in the Autumn; law student enrollment is limited to 8.

Papers may meet substantial research paper (SRP) graduation requirement.

Winter 2012 - Gerald N. Rosenberg

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

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

This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land development. We primarily address (i) constitutional bases of private rights and public land use planning; (ii) eminent domain, takings and exactions (including impact fees and delays); (iii) current manifestations of local and regional planning and zoning,

including City of Chicago Zoning Reform; and (iv) legal procedures and practical strategies for obtaining public financial incentives, land use approvals, and "relief" for real estate development projects, large and small.

Prior course work in real property and constitutional law are encouraged.

Course materials include cases, academic and trade-group commentaries, press coverage, and narrative and graphic exhibits for specific development projects.

The student's grade is based on attendance, spirited class participation, and, at each student's election, either a paper or an open-book examination. Students writing a paper of 25 or more pages will earn 3 credit hours. Students taking the exam or writing a shorter paper of approximately 15 pages will earn 2 credit hours.

Autumn 2011 - Thomas F. Geselbracht; Theodore Novak; Paul W. Shadle

Law and the Economics of Natural Resources Markets

LAWS 92704 - 01 (3) x, m

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

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

The seminar will look at financial innovation utilizing the Coasean framework.

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

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

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

Small group projects and a final class project will be used to measure student performance.

Spring 2012 - Richard Sandor

Law and the Mental Health System

LAWS 47001 - 01 (3)

The course examines the interrelationship between legal doctrine; procedural rules; medical, cultural, and social scientific understandings of mental disability; and institutional arrangements affecting the provision of services to the mentally disabled. Consideration is given to admission to and discharge from mental health facilities, to competency to consent to or to refuse treatment, to surrogate decision-making for those found incompetent, to the rights of those confined in mental health facilities; to discrimination against the mentally disabled, and to the rights of the mentally disabled in the criminal justice system.

Grades are based on response papers and class participation.

Autumn 2011 - Mark J. Heyrman

Law and the Theory of the Firm

LAWS 61603 - 01 (2) x, m

This seminar examines legal and economic theories of why firms choose certain organizational and capital structures. The first part of the seminar will examine the decision between producing goods or services internally and purchasing those items from external markets. We will look at how agency, contract, corporate governance, and intellectual property laws interact with that decision. The second part of the seminar will examine the legal structures that determine how firms finance their operations. For example, why do some firms take on secured debt while others issue new equity? We will consider theories of how various laws (agency, contracts, corporate governance, and bankruptcy) can impact the agency and monitoring costs that drive the financing decision.

Grades will be based on response papers and class participation.

Winter 2012 - Anthony J. Casey

Law, Politics, Economics, and the Making of the Modern Middle East

LAWS 80902 - 01 (3) w, c/l, x, m

This seminar will provide an overview of the dramatic changes to the legal and political systems in the Middle East from the 19th century to the present, and the economic underpinnings of those changes. We will explore how these trends and their backlash have shaped the modern Middle East. This seminar intends to offer students a deeper understanding of the context of current events.

Autumn 2011 - Cynthia Shawamreh

Law, Technology, and Case Management

LAWS 61803 - 01 (3) x, m

Technology is a vital component of modern legal practice. This seminar will focus on developing an understanding of the existing and developing technologies bearing upon the delivery of legal services to complex and multinational clients across a broad array of legal disciplines, and using technology to plan, organize, and direct legal strategies and services. The topics to be covered in this class will include: Introduction to the technology of law. A taxonomy of legal knowledge tools; Artificial intelligence, expert systems, and document assembly; Knowledge tools in the corporate law office; Knowledge tools in small firm and legal aid practice;

Court and government applications; Ethics- Malpractice through the mis-use or non-use of intelligent software. The instructors will be joined by experts from across the industry.

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

Spring 2012 - David J. Zarfes; Michel Gahard

Leadership

LAWS 75102 - 01 (3) +, a, w, s, m

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

The student's grade will be based on active and insightful class participation, reflection papers on assigned readings, and a final paper on an instructor-approved topic of the student's choosing (examples of potential topics include leadership in alliance formation, variations in governing board structures, performance consequences of executive succession, and leadership in outsourcing relationships). Enrollment is very limited given the unique nature of this seminar, and instructor approval is required.

Winter 2012 - David J. Zarfes; Michael L. Bloom

Leadership

LAWS 75102 - 01 (3) +, a, w, s, m

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

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consequences of executive succession, and leadership in outsourcing relationships). Enrollment is very limited given the unique nature of this seminar, and instructor approval is required.

Spring 2012 - David J. Zarfes; Michael L. Bloom

Legal Elements of Accounting

LAWS 79102 - 01 (1) s, x

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

Class will meet nine sessions during weeks 2 and 4 (4/2-5/12 and 4/16-20/12 only,) and completion earns one credit. Attendance and participation will be very important. Grades will be based on a take-home final examination and class participation. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD students, and undergraduate finance or accounting majors) must seek instructor permission to take the course and will be graded based on a medium-length term paper. Students may audit but cannot earn credit for both this course and any other law school introductory accounting course. Spring 2012 - John R. Sylla

Legal Profession

LAWS 41002 - 02 (2) p, x

This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, and conflicts of interest.

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

Autumn 2011 - Thomas A. Lidbury

Legal Profession

LAWS 41002 - 01 (2) p, x

This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and some fundamental questions about who we are and what we stand for as lawyers.

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

Spring 2012 - Barry S. Albers

Legal Profession: Ethics

LAWS 41002 - 01 (3) w, p, x

This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and some fundamental questions about who we are and what we stand for as lawyers.

Autumn 2011 - Adam Hoeflich

Legal Transactions--Retail Sector

LAWS 91592 - 01 (3) c/l, s, x, m

This seminar offers an overview of the U.S. high end retailing industry's principal legal issues and challenges. This seminar will focus on luxury retailer relations with vendors and other third-party business associates, customers, and investors. The instructors will emphasize the practical interplay and tension between commercial realities and legal requirements. Students will develop an understanding of key licensing, intellectual property (including counterfeit goods), antitrust, corporate governance, and professional responsibility legal issues and practice pitfalls. The instructors will strive to demonstrate the increasing professional responsibilities and burdens to which in-house counsel are subject.

Course materials will include actual contracts, retailer policies and practices, litigation and internal-investigation documents, and other relevant materials.

There are no prerequisites for this seminar, but the instructors believe that students who are interested in, and have some knowledge of, the many facets of business law, such as intellectual property, antitrust, and corporate governance, will derive the greatest benefit from this seminar.

Grades will be based upon short written exercises (40 percent), a take-home examination (40 percent), and class participation (20 percent) - including participation in mock negotiations and business-planning exercises.

The instructors will emphasize quality of oral and written expression and legal analysis.

Spring 2012 - David J. Zarfes; Tony Bangs

Legal Writing and Analysis

LAWS 79902 - 01 (2) x

This course will focus on legal writing and legal practice in the context of American commercial transactions and is specifically designed for, and limited to, the LL.M. students. The course will introduce basic legal skills, emphasizing effective legal writing, including the structure and drafting of (a) correspondence to clients and senior lawyers in a firm or business, (b) letters of intent, (c) contracts, and (d) other corporate and business documents. Substantive areas of commercial law, legal issues, and negotiation will also be examined in the context of the various documents being studied by the class.

Enrollment is limited to 25 students.

The course will be graded on a Pass/Fail basis.

To pass the course, a student must attend class, participate therein, and successfully complete written assignments.

Winter 2012 - Charles L. Edwards

Legislation and Statutory Interpretation

LAWS 44201 - 01 (3) e, x

Much of lawyers' work today involves the close reading and interpretation of statutes or like texts. The focus of this class is the study of current theories and problems of reading statutes. The class also encompasses political theory and public choice approaches to the legislative process as they relate to legal interpretation. The class has the aim of bolstering students' capacity to work with statutes in law school and beyond. At the end of the class, students will have a thorough grasp of the production of statutes by the legislative branch and their use by the courts. The student's grade is based on a final examination.

Spring 2012 - Aziz Huq

Life in the Law

LAWS 99403 - 01 (2) x, m

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

Grade will also be based on class participation.

Spring 2012 - Herschella G. Conyers

Local Government Law

LAWS 71701 - 01 (3)

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

Spring 2012 - Lee Fennell

Marriage

LAWS 68001 - 01 (3) r, w, c/l, x

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

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

Spring 2012 - Mary Anne Case

Mass Torts and Complex Class Actions

LAWS 93603 - 01 (3) s, x, m

This seminar addresses legal and ethical requirements, as well as strategic and practical considerations, around handling mass tort and complex class action litigation. Using materials from recent and current cases, the instructors will lead discussion of topics about such topics as developing a theory of the case, consolidation of cases, use of dispositive motions, expert testimony, document production, witness preparation, settlement, and trial. Discussions will involve the recent Vioxx, Baycol, diet drug, Teflon, and Firestone litigations, among others. Students will be evaluated on the basis of a four short papers (totaling 20-30 pages) and on class participation. Expectations: This class will be taught as a participatory seminar. Attendance will be expected. Students will not be expected to have already taken a complex litigation class, but should be willing to seek out answers to legal questions relating to mass torts and complex class actions.

Spring 2012 - Adam Hoeflich

Mental Health Advocacy Clinic

LAWS 67013 - 01 (1 to 3) +, a, w, s, x

The Mental Health Advocacy Clinic teaches legislative advocacy and other policy advocacy skills. Under the supervision of the clinical teacher, students engage in legislative and other policy advocacy on behalf of persons with mental illnesses and not-for-profit organizations. Students may research and draft legislation and regulations and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, engage in coalition building and testify in legislative hearings. The Mental Health Advocacy Clinic satisfies part of the writing requirement if substantial written work is completed. Prior or contemporaneous enrollment in either Legislation or a course on statutory interpretation is encouraged but not required.

The course includes a mandatory one hour weekly classroom component during the Fall Quarter for which one credit will be awarded.

2-7 credits by agreement with the clinical teacher.

Student may enroll in the course for no more than three quarters.

Autumn 2011 - Mark J. Heyrman

Mental Health Advocacy Clinic

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

The Mental Health Advocacy Clinic teaches legislative advocacy and other policy advocacy skills. Under the supervision of the clinical teacher, students engage in legislative and other policy advocacy on behalf of persons with mental illnesses and not-for-profit organizations. Students may research and draft legislation and regulations and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, engage in coalition building and testify in legislative hearings.

The Mental Health Advocacy Clinic satisfies part of the writing requirement if substantial written work is completed. Prior or contemporaneous enrollment in either Legislation or a course on statutory interpretation is encouraged but not required.

The course includes a mandatory one hour weekly classroom component during the Fall Quarter for which one credit will be awarded.

Student may enroll in the course for no more than three quarters.

Winter 2012 - Mark J. Heyrman

Mental Health Advocacy Clinic

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

The Mental Health Advocacy Clinic teaches legislative advocacy and other policy advocacy skills. Under the supervision of the clinical teacher, students engage in legislative and other policy advocacy on behalf of persons with mental illnesses and not-for-profit organizations. Students may research and draft legislation and regulations and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, engage in coalition building and testify in legislative hearings.

The Mental Health Advocacy Clinic satisfies part of the writing requirement if substantial written work is completed. Prior or contemporaneous enrollment in either Legislation or a course on statutory interpretation is encouraged but not required.

The course includes a mandatory one hour weekly classroom component during the Fall Quarter for which one credit will be awarded.

Student may enroll in the course for no more than three quarters.

Spring 2012 - Mark J. Heyrman

Mental Health Litigation Clinic

LAWS 67015 - 01 (2 to 3) +, a, w, s

The Mental Health Litigation Clinic teaches litigation skills. Under the supervision of the clinical teacher, students engage in litigation on behalf of indigent, mentally ill clients of the Law School's Edwin F. Mandel Legal Aid Clinic. Students 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. The most common type of litigation will involve representing persons confined in state hospitals in state trial court hearings concerning the clients' conditional or unconditional release or their treatment within the hospital. Students will be licensed to appear, under the supervision of the clinical teacher, in state and federal courts pursuant to court rules and practices.

See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. The Mental Health Litigation Clinic satisfies part of the writing requirement if substantial written work is completed. Participation in the Mental Health Litigation Clinic is limited to third year students. Prior completion of Evidence is required. (2-6 credits by agreement with the clinical teacher).

Winter 2012 - Mark J. Heyrman

Mental Health Litigation Clinic

LAWS 67015 - 01 (1) +, a, w, s

The Mental Health Litigation Clinic teaches litigation skills. Under the supervision of the clinical teacher, students engage in litigation on behalf of indigent, mentally ill clients of the Law School's Edwin F. Mandel Legal Aid Clinic. Students 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. The most common type of litigation will involve representing persons confined in state hospitals in state trial court hearings concerning the clients' conditional or unconditional release or their treatment within the hospital. Students will be licensed to appear, under the supervision of the clinical teacher, in state and federal courts pursuant to court rules and practices.

The Mental Health Advocacy Clinic satisfies part of the writing requirement if substantial written work is completed. Prior or contemporaneous enrollment in either Legislation or a course on statutory interpretation is encouraged but not required.

The course includes a mandatory one hour weekly classroom component during the Fall Quarter for which one credit will be awarded.

Student may enroll in the course for no more than three quarters.

Spring 2012 - Mark J. Heyrman

Michel Foucault 1969-1976

LAWS 51305 - 01 (3) c/l, m

In an interview in 1971 shortly after completing the first year of his annual lectures at the Collège de France, Michel Foucault stated that "the problems surrounding the penal system have interested me for quite a while, so I will undoubtedly deliver a series of courses on the topic over the 27 years that I have remaining at the Collège de France." The fecund research project that Foucault would launch built directly on his archaeologies of the social sciences and of knowledge and his writings on madness, and ultimately led to the publication in 1975 of *Discipline and Punish* and in 1976 of *The History of Sexuality, Volume I*. In this course, we will explore this rich period in Foucault's thought, paying special attention to the annual lectures at the Collège de France and the published works that serve as book-ends, from *The Archaeology of Knowledge* (1969) to *Discipline and Punish* (1975) and passages from *Volume I* (1976), as well as *I, Pierre Rivière* (1973).

Autumn 2011 - Bernard E. Harcourt

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

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

My purpose in offering this seminar is to further the students' understanding of the application of Constitutional, treaty and statutory provisions to current national security issues, and, of equal importance (particularly in this period of a tighter job market for law school graduates), to help students improve their skills in analysis, research and presentation - skills necessary to succeed in any aspect of the legal profession. This is not a survey class; topics covered will be selected from among:

the process required by the Constitution and applicable treaties and statutes for determining the status, treatment, and ultimate disposition of detainees being held within and outside the U.S., particularly at Guantanamo Bay, and in Afghanistan; indefinite incarceration without trial; the state secrets doctrine; claims against present or former government employees; the scope of the President's power under Article II of the Constitution and applicable statutes to act unilaterally in the 'war on terror', and the proper role of courts and lawyers in connection therewith; the absolute and relative capacity of Federal District Courts and Military Commissions to act lawfully and effectively in criminal cases involving alleged terrorists; torture and harsh interrogation techniques; electronic surveillance; implications for the rule of law of an asymmetrical, open-ended 'war on terror'; assassination; and rendition. Students will form teams of 2-4 persons; each team will select, or be assigned to, a topic or realistic fact setting or case to analyze, research, write about, and present to the class, which will be expected to respond and participate on an informed basis. Each team will submit a paper after its class presentation, elaborating on the presentation, with citations to, and analysis of, the relevant authorities.

Prerequisite: Constitutional Law, or its equivalent.

Grades will be based upon the oral presentation, the paper, classroom participation, and team work.

All topics will be adjusted, as appropriate, to take account of current events.

Spring 2012 - Robert A. Helman

Negotiation

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

Virtually all lawyers, regardless of their specialty, must negotiate. This simulation class is designed to improve students' skills in all phases of negotiation: from understanding prescriptive and descriptive negotiation theory, to the development of negotiation strategy and to the management of integrative and distributive aspects of the negotiation process. The simulation class is based on a series of simulated negotiations in a variety of contexts including one-on-one, multi-party, cross-cultural, third-party and team negotiations, with a special emphasis on the resolution of disputes. The simulation class will be grounded in research from a variety of social science perspectives which will provide students with a framework for analyzing negotiations and with tools for negotiating more effectively.

Grades will be based on in-class participation and several short writing assignments.

Winter 2012 - Janice Nadler

Negotiation and Mediation

LAWS 98801 - 01 (3) s, x, u

This class will introduce the theory and practice of negotiation and mediation across various contexts, including deal-making and dispute resolution. It will give students an organized theoretical framework for analyzing various parties' positions and crafting thoughtful strategies. Students will develop their practical skills and individual styles through a series of simulation exercises, which will be executed inside and outside of class and then discussed and critiqued. Exposure to different techniques, styles, and contexts will be used to teach students what works best for them.

Enrollment is limited to 20 students, with a preference given to third-year students.

Grades will be based on in-class exercises, a series of reaction papers based on out-of-class assignments, and a final negotiation that will be observed and evaluated by the instructors.

Spring 2012 - David J. Zarfes; Michael L. Bloom

Non-Profit Organizations

LAWS 67802 - 01 (2) +, x, m

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

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

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

Enrollment is limited to 20.

Autumn 2011 - William C. Golden

Obscenity Law and Pop Culture

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

This seminar will examine a culturally relevant issue: the intersection of obscenity laws and pop culture. It will provide an in-depth look at the obscenity laws in the United States, with a particular focus on the laws that prohibit obscene materials of minors. The seminar will explore the "community standards" requirement of obscenity, as it relates to the definition of obscenity and how it interacts with the law's treatment of a teenager's ability to consent to being featured in obscene material.

Students enrolled will write a seminar paper.

Winter 2012 - Rachael Pontikes

Patent Law

LAWS 78001 - 01 (3)

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

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

Spring 2012 - Jonathan Masur

Poverty and Housing Law Clinic

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

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

Enrollment is limited to twelve students.

The seminar is taught by Lawrence Wood (Director, LAF's Housing Practice Group). Each student's grade is based on his or her class participation (20%), one paper-10 pages minimum (10%), and work at LAFMC (70%).

Winter 2012 - Lawrence Wood

Poverty and Housing Law Clinic

LAWS 90512 - 01 (4) a, s

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing related cases at the Legal Assistance Foundation (LAF), which provides free legal services to indigent clients in civil matters. Students will spend at least twelve hours per week in LAF's Housing Practice Group or in LAF's Consumer Practice Group (which handles bankruptcies and foreclosure defense). Students may 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 class at which they will learn about

poverty law, public housing, the Section 8 tenant-based and project-based rental assistance programs, the landlord-tenant relationship, eviction actions, jury trial practice, housing discrimination, foreclosure defense, and the extensive and often misunderstood connection between criminal law and subsidized housing.

Enrollment is limited to twelve students.

The seminar is taught by Lawrence Wood (Director, LAF's Housing Practice Group). Each student's grade is based on his or her class participation (20%), one paper-10 pages minimum (10%), and work at LAFMC (70%).

Spring 2012 - Lawrence Wood

Pre-Trial Advocacy

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

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

Evidence is a prerequisite (may be taken concurrently).

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

The student's grade is based on class participation.

Enrollment is limited to 48 students with preference given to students who have been accepted into a clinic course.

Spring 2012 - Mark J. Heyrman; Herschella G. Conyers; Craig B. Futterman; Randall D. Schmidt; Randolph N. Stone

Privacy

LAWS 79501 - 01 (3) x

This course surveys America's efforts to draw boundaries between the public and private spheres. The course primarily deals with three types of law: the privacy-related torts, constitutional privacy law, and various federal statutes and regulations that govern the collection, aggregation, and dissemination of private information.

Substantive topics of discussion may include Internet privacy; health care and genetic privacy; Megan's Law; the relationship between privacy and the First Amendment; the Fourth Amendment and other restrictions on governmental investigations and surveillance; and the European Data Protection Directive.

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

Spring 2012 - Lior Strahilevitz

Private Equity Transactions: Issues and Documentation

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

This seminar will examine from a practical perspective the issues and documentation arising in a typical private equity acquisition transaction. The seminar will follow this type of transaction through its various stages and provide students in-depth and practical experience with common deal issues and drafting contractual provisions to address those issues. The goal of the seminar is to help

prepare students for the practical aspects of being a deal lawyer. Coursework will include reading acquisition contracts, cases and legal commentators and weekly written assignments (contract drafting and issue analysis).

Corporations/Business Associations I and Contracts are prerequisites.

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

Winter 2012 - Mark A. Fennell; Stephen L. Ritchie

Private Ownership of Cultural Property

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

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

Spring 2012 - Michael Thompson

Problems in Evidence

LAWS 98503 - 01 (2) +, w, x, m

This seminar will explore problems in evidence. It will begin with an overview of the major historical debates in the law of evidence ranging from the exclusion of hearsay and propensity evidence, to the methods for bringing in character evidence, and to the uses of expert testimony. We will then examine key recent developments in evidence jurisprudence. Topics will include codification of evidence regimes, standards of proof, the use of experts in complex litigation, and the continued use of common law standards in evidence. Attention will be paid to the issues brought up by sex crimes prosecutions, such as that of Dominique Strauss-Kahn, as well as to the uses of experts in special settings such as bankruptcy trials and prison conditions litigation.

Students wishing to meet the WP graduation requirement must write an additional research paper.

Spring 2012 - Julia A. Simon-Kerr

Professional Responsibility in the Real World

LAWS 41013 - 01 (3) p, x

This course, which satisfies the professional responsibility requirement, addresses real world ethical issues and challenges facing attorneys in private practice and public service. The instructors, members of a major international law firm, will make the rules governing the professional responsibilities of lawyers come alive by discussing a number of examples taken from the headlines and daily practice. Along the way, the instructors will give meaningful insight into what it is like to practice law in a broad range of practice areas, including transactions, litigation and public service. Class attendance and participation will be an essential aspect of this course. The student's grade will be based on class participation, a substantial series of short take-home exercises and a final, take-home examination.

Winter 2012 - James E. Clark; Teresa W. Harmon; Michael J. Sweeney

Project and Infrastructure Development and Finance

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

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

Corporation Law is not a prerequisite, but is recommended.

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

Enrollment is limited to twenty-five students.

Autumn 2011 - Martin D. Jacobson

Property Theory

LAWS 95502 - 01 (2) x, m

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

Autumn 2011 - Eduardo M. Peñalver

Prosecution and Defense Clinic

LAWS 67713 - 01 (2 to 4) +, a, s, x

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

Each student in the clinic will be responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Examples include the U.S. Attorney's Office for the Northern District of Illinois, the State's Attorney's Office (in any northern Illinois county), the State's Office of the Attorney General, the Federal Defender Program for the Northern District of Illinois and the Public Defender's office (in any northern Illinois county). Please note that some offices require law students to apply as early as September for externships beginning the following January. (Additional application details are identified below.) Each field placement will be formally supervised by coordinators within each program's office, and the faculty instructors will monitor the student's substantive work and performance in conjunction with the field placements. Students will comply with the clinical placement's requirements regarding hours and assignments, which will be considered part of their course grade. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

Other components of each student's grade are: seminar classroom participation, including discussion of readings; participation in trial practice exercises; twice monthly journal entries; and, a 10-page practice paper or research paper. There is no final exam (in either quarter) and students will earn up to seven credits for the course, depending in part on the number of hours required for the student's field placement. Because of the practical component, the class size will be limited to 12 students. Both 2Ls and 3Ls may sign up for this course, provided they have taken Evidence (2Ls may take it concurrently). A 711 license is not required, but depending on the placement, may be encouraged.

Winter 2012 - Lisa M. Noller; Gabriel B. Plotkin

Prosecution and Defense Clinic

LAWS 67713 - 01 (2 to 4) +, a, s, x

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

Each student in the clinic will be responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Examples include the U.S. Attorney's Office for the Northern District of Illinois, the State's Attorney's Office (in any northern Illinois county), the State's

Office of the Attorney General, the Federal Defender Program for the Northern District of Illinois and the Public Defender's office (in any northern Illinois county). Please note that some offices require law students to apply as early as September for externships beginning the following January. (Additional application details are identified below.) Each field placement will be formally supervised by coordinators within each program's office, and the faculty instructors will monitor the student's substantive work and performance in conjunction with the field placements. Students will comply with the clinical placement's requirements regarding hours and assignments, which will be considered part of their course grade. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

Other components of each student's grade are: seminar classroom participation, including discussion of readings; participation in trial practice exercises; twice monthly journal entries; and, a 10-page practice paper or research paper. There is no final exam (in either quarter) and students will earn up to seven credits for the course, depending in part on the number of hours required for the student's field placement. Because of the practical component, the class size will be limited to 12 students. Both 2Ls and 3Ls may sign up for this course, provided they have taken Evidence (2Ls may take it concurrently). A 711 license is not required, but depending on the placement, may be encouraged.

Spring 2012 - Lisa M. Noller; Gabriel B. Plotkin

Public Choice

LAWS 69001 - 01 (2)

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

Grades will be based on an examination, but students can choose to generate half their grade with a short paper related to a topic encountered in class.

Autumn 2011 - Saul Levmore

Public Corruption and the Law

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

This seminar will focus on how governments use the law to prevent and catch public corruption, how the law is sometimes used to protect public corruption, and how one should determine the optimal response to corruption and its consequences. We will examine the substantive criminal laws and sentencing schemes used in the best public corruption prosecutions, ranging from RICO and "honest services"

fraud to bribery and extortion laws. We will also examine the laws that create, authorize, or prevent the most effective investigative tools used by law enforcement against public corruption, including wiretap laws and related privacy issues. We will study several key topics within public corruption law, including patronage, its effect on democratic institutions, and its status under the First Amendment; campaign finance reform and whether money in campaigns is protected speech or a corrupting influence (or both); and the relationship between transparency, online access to information, and corruption. We will also consider an economic analysis of public corruption, including questions about whether the level of democracy, and the pervasiveness of corruption in the culture, affect the cost-benefit analysis. Constitutional Law I and II are recommended pre-requisites.

Students taking the class for 3 credits write one short reaction paper (or short research paper if appropriate), and one major paper. Those taking it for 2 credits write several short reaction papers.

Spring 2012 - David H. Hoffman

Public International Law

LAWS 72901 - 01 (3)

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

Grades will be based on class participation and an examination.

Non-law students by instructor permission only.

Winter 2012 - Daniel Abebe

Public International Law Research Lab

LAWS 72903 - 01 (1) x

This course is an introduction to research skills needed for public international law work. It complements the Public International Law course. This course focuses on how to identify and locate sources of international law including U.S. treaties and foreign relations documents, decisions of international tribunals, documents of international institutions such as the United Nations and the World Trade Organization (WTO), and specialized resources on substantive fields of international law such as the use of force, human rights, the treatment of aliens, international environmental law, and international litigation.

Each student will submit a paper describing his or her methodology for researching a public international law topic. Grades will be based upon the research paper, classroom participation, and exercises.

Winter 2012 - Lyonette Louis-Jacques; William A. Schwesig

Public Land and Resources Law

LAWS 44501 - 01 (3)

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.

Autumn 2011 - Richard H. Helmholz

Readings in Legal Thought

LAWS 57012 - 01 (1) x, m

Students in this seminar read a selection of important works in the contemporary Anglo-American legal thought. Subject areas and methodologies may include constitutional law, law and economics, legal history, the legal profession, empirical legal studies, etc. In the recent past, authors have included Bickel, Breyer, Calabresi, Frank, Holmes, Llewellyn, Mill, Posner, MacKinnon, Scalia, Sunstein, Tribe, and others.

Enrollment is limited to 14 students, with preference given to third year J.D. and to LL.M. candidates.

Students submit a five to six page reaction paper and read each others' papers prior to the assigned reading being discussed in class.

Will convene three times: October 17 and November 7 and 28.

Grades are based upon written submissions and class participation.

Autumn 2011 - Douglas H. Ginsburg

Regulation of Investment Professionals

LAWS 42402 - 01 (3) +

This course will consider the rules regulating investment professionals. Topics will include the regulation of broker-dealers, hedge fund managers, private equity fund managers, venture capitalists, and others advising individuals and entities on investment matters. We will study the relevant laws, rules of the Securities Exchange Commission, Commodities Futures Trading Commission, and other agencies, as well as the regulations of self-regulatory bodies, like FINRA and the New York Stock Exchange.

Spring 2012 - M. Todd Henderson

Religion, Law and Politics

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

This seminar examines the conceptualization and realization of religious liberty and the separation of church and state. We explore philosophical precepts and historical contexts, review the state of the law, and address current controversial issues.

There are no prerequisites.

Grades are based on a paper and class participation.

Spring 2012 - Sylvia Neil

Remedies

LAWS 41401 - 01 (2)

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

the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as: restitutionary damages; probabilistic recoveries; the relationship between damages and non-legal sanctions; evidential damage; and liquidated damages. The course also covers the remedies of specific performance in Contracts and injunction in Torts and compares and contrasts these remedies with monetary ones. Some of the defenses available to both the breaching party and the wrongdoer, such as mitigation of damages and comparative fault, in Torts and Contracts will also be discussed.

This mini-course meets during the first four weeks of the quarter only.

A student's grade will be based on a 5 hour-take-home exam.

Autumn 2011 - Ariel Porat

Residential Real Estate Development and the Law

LAWS 44022 - 01 (2) s, x, m

This seminar will guide the student through the twists and turns of a residential real estate development from land acquisition through warranty on the residential unit. We will also examine: rezoning and improvement of the land; governmental agreements and regulation; the joint venture; the contractual relationship with the buyer; and the homeowner's association. All the while, focusing on the myriad of legal issues a developer's attorney encounters along the way. We will study how the law of contracts, real property and land use play an integral role in the residential real estate development. Course materials will include documents from actual transactions such as the acquisition contract, the municipal development agreement, the limited liability company operating agreement, the declaration of covenants, the lot sale and construction agreement and the plat of subdivision. In addition to these materials, coursework will include analysis of state statutes, municipal ordinances and relevant case law. We will take a hands-on approach to the law of residential real estate development and the transactional documents which effectuate these developments. Coursework will include negotiation and drafting exercises where students will gain real life, practical experience in confronting the issues that arise in the context of these developments.

Enrollment will be limited to 20 students (as well as an even number of students).

Grades will be determined on the basis of: class preparation, attendance and participation (1/4); class exercises and written assignments (1/4); and an open book final exam (1/2).

Autumn 2011 - Todd Fishbein

Risk Management and Policy Decision-Making

LAWS 73914 - 01 (2) x, m

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

Readings will be taken from a broad selection of multi-disciplinary sources. Grading will be based on class participation, short written assignments, and a final paper in lieu of an exam.

Autumn 2011 - James R. Peterson

Roman Law

LAWS 47702 - 01 (2 to 3) r, w, x, m

The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar.

Enrollment is limited to twenty-three students.

A student's grade is based on 4-5 short papers completed during the course of the quarter.

Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP). Any student who wishes to take the seminar to satisfy the SRP requirement should see the instructor about the possibility of writing a longer paper within the framework of the overall seminar.

There is no final examination in the seminar.

Spring 2012 - Richard A. Epstein

Secured Transactions

LAWS 42201 - 01 (3) x

This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy and Reorganization: The Federal Bankruptcy Code (LAWS 73601).

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

Autumn 2011 - Randal C. Picker

Show Me the Money: Post-Judgment Proceedings and Asset Recovery

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

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

At least seventy percent (70%) of the final grade will depend upon a seminar paper grade on a topic related to the issues covered in class. Up to thirty percent (30%) of the final grade will depend upon class participation.

Winter 2012 - Gabriel Aizenberg

Sports Law

LAWS 63902 - 01 (3) x, m

This seminar focuses on current issues in sports law including eligibility rules, drug testing, ownership structure, antitrust issues, labor, publicity rights, governance of the game, and the role of criminal and tort law for on-field actions. This seminar will also examine some of the statutes that govern sports in the U.S. such as the Ted Stevens Olympic and Amateur Sports Act.

The student's grade is based on class participation and a series of short papers.

Winter 2012 - John P. Collins

Strategic Drafting

LAWS 79914 - 01 (3) s, x, u

As with writing in any other context, drafting contracts with deftness and effectiveness requires an appreciation for the objectives to be achieved and the audiences to be reached. This class will explore the "real-world" situations in which a lawyer (in particular, a junior lawyer) may be called upon to draft and revise agreements. These situations may be informed by a variety of factors, such as the leverage and posture of the parties, the nature of the relevant relationships at stake, and the allotted resources (e.g., time, money) for drafting and negotiating. Through this class, the student will develop the ability to draft contracts effectively, which (more than crafting an unambiguous sentence) involves strategically and optimally accomplishing the lawyer's (i.e., the client's) objectives.

Winter 2012 - Michael L. Bloom

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions

LAWS 71401 - 01 (3) +, c/l, s

This course covers the tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) a new business start up, (2) a growth equity investment in an existing business enterprise, (3) a leveraged buyout of a private or public company (including a going-private transaction), (4) use of a flow-through tax entity such as an S corporation, a partnership, or an LLC, for a variety of venture capital or private equity financed transactions, (5) devising an equity-based executive compensation program, (6) a private equity financed restructuring or workout (in or out of bankruptcy) for a troubled over-leveraged enterprise, (7) devising an exit scenario for a successful venture capital or private equity financed enterprise (such as IPO, SEC rule 144 sales, sale of the company, or merger of the company into a larger enterprise), (8) utilizing the NOL of a troubled company after a venture capital or LBO deal, and (9) forming a new venture capital, LBO, or private equity fund.

Substantive subjects covered include federal income tax, securities regulation, corporate law, partnership law, LLC law, bankruptcy law, fraudulent conveyance law, and other legal doctrines, as well as accounting rules and practical structuring issues (including use of common and preferred stocks, convertible debentures, convertible preferred stock, warrants, and options).

The course reviews these tax, legal, and accounting principals in a transactional context and also considers their policy underpinnings and likely future evolution. Although there are no specific prerequisites, Introductory Income Tax is strongly recommended, and Taxation of Corporations is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting is helpful. However, the appendix to the course book plus assigned supplementary readings does contain adequate precedents for an understanding of the material covered by the course.

Spring 2012 - Jack S. Levin; Don Rocap

Taxation of Corporations I

LAWS 75801 - 01 (3) +

This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax.

Introductory Income Taxation is recommended.

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

Winter 2012 - Joseph Isenbergh

Taxation of Corporations II

LAWS 75901 - 01 (3)

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

Taxation of Corporations I and Introductory Income Taxation are recommended.

Students' grades based on a final proctored examination.

Spring 2012 - Joseph Isenbergh

Technology Policy

LAWS 91311 - 01 (2) x, m

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

We typically read 2-5 recent books.

Students write blog posts on the readings which will be posted on the class blog.

Students will also comment on posts by other students.

The blog postings do not fulfill one of the substantial writing requirements.

The syllabus for the course is at <http://picker.uchicago.edu/seminar/syllabus.htm>

and the class blog is at http://picker.typepad.com/picker_seminar/.

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

Winter 2012 - Randal C. Picker

Telecommunications Law and Regulation

LAWS 64702 - 01 (3) +

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

Prior (or simultaneous) completion of a course in administrative law and/or antitrust law is helpful, but not required.

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

Spring 2012 - Joan E. Neal

The Executive Branch

LAWS 68711 - 01 (3) r, w, x, m

This seminar examines the theory and design of the executive branch of the U.S. government. Readings include a mix of original sources like judicial opinions and academic scholarship. Topics include: the theory of separation of powers; the role of the executive during emergencies; the Office of Legal Counsel; the unitary executive; signing statements and legal interpretation by the executive.

Autumn 2011 - Eric A. Posner

The Federal Budget

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

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

Spring 2012 - Anup Malani; David A. Weisbach

The Grand Jury: History and Practice

LAWS 51603 - 01 (2) x, m

The grand jury is one of the least-understood institutions within the United States criminal justice system. A pre-constitutional institution with medieval English origins, the grand jury system that survives today is unique to the United States. Critics suggest that the grand jury has become an institution that is paradoxically both too powerful and obsolete, and that its independence and role as a safeguard of liberty has been compromised. In contrast, other proposals have sought to expand the grand jury's authority to disclose its secret proceedings for national security purposes and to use grand jury evidence in parallel civil litigation. This seminar will examine critically the historical origin, development, and purposes of the grand jury. With this foundation, we will then devote most of the seminar to studying

modern grand jury practice, including the law of secrecy and disclosure, parallel proceedings, the role of immunity and privileges, obstruction and false statement prosecutions, charging instruments, and the regulation of prosecutorial discretion. In doing so, we will consider the perspectives of counsel for witnesses or subjects, government prosecutors, and broader policy interests. Finally, we will consider reform proposals, alternatives to the grand jury, and how the institution may evolve. Grades will be based on response papers together with participation and a practical exercise.

Autumn 2011 - Mark E. Schneider

The Law of Counterterrorism: Emerging Problems of Civil Liberties and Human Rights in the New National Security State

LAWS 70704 - 01 (3) x

Counterterrorism policy has imposed new demands on criminal procedure, constitutional rights, and international law. This course addresses the legal frameworks and doctrines in domestic and international law that have emerged to accommodate those demands. The aim of the class is both to explore pressing policy questions and to familiarize students with the regulatory structures most often encountered by lawyers (e.g., prosecutors, defense counsel, habeas counsel, administrative agency employees) on the ground. No prior coursework is assumed. The course has been designed so that overlap with Foreign Relations Law will be de minimus.

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

Autumn 2011 - Aziz Huq

Topics in Moral, Political and Legal Philosophy

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

The topic for Winter 2012 will be the "Objectivity of Ethics." We will read classic twentieth-century and contemporary authors on this issue, including G.E. Moore, A.J. Ayer, Charles Stevenson, J.L. Mackie, Gilbert Harman, John McDowell, and Peter Railton, among others. JD students have the option of doing extra work (for substantial writing credit) on Ronald Dworkin's account of the objectivity of ethics and its role in his jurisprudential theory. Students without a background in philosophy should consult the instructor before enrolling.

Philosophy Ph.D. students may take this seminar for an 'R' grade (please register under PHIL 51830).

Winter 2012 - Brian Leiter

Topics in Tax Policy

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

Each week we will discuss a tax policy topic of current interest. Topics covered will include the treatment of marriage in the social security system, consumption taxation versus income taxation, varieties of consumption taxation, formulary taxation vs. separate accounting, deferral vs. territoriality, and the charitable deduction--unless some other issue becomes politically significant between now and January.

Spring 2012 - Julie Roin

Trademarks and Unfair Competition

LAWS 45701 - 01 (3)

Course covering federal and state doctrines governing trademarks, domain names, and geographical indications; state law unfair competition doctrines; trademark dilution; publicity rights; and federal registration of trademarks.

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

Autumn 2011 - William M. Landes

Trial Advocacy

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

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

Enrollment is limited to 24.

Students who have taken LAWS 67503 Intensive Trial Practice Workshop or LAWS 91702 Trial Practice: Strategy and Advocacy may not take LAWS 67603 Trial Advocacy.

While the instructors strongly recommend that students have a good understanding of the Federal Rules of Evidence before taking the seminar, this is not an absolute prerequisite.

Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, a fifteen-page trial brief, brief in support of a motion, or post-trial brief, and two shorter written pieces.

Winter 2012 - Tom Dutton; Kevin Van Wart

Trusts and Estates

LAWS 45201 - 01 (3)

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

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

Winter 2012 - Howard M. Helsing; Michelle Huhnke

U.S. Supreme Court: Theory and Practice

LAWS 50311 - 01 (2) x, m

This seminar will provide an in-depth look at the Supreme Court--its current docket and recent trends in its decisions, the modern debate over its proper role, and both written and oral advocacy before the Court.

Grades will be based on a brief-writing assignment, an in-class oral argument, and class participation.

Winter 2012 - Michael A. Scodro

What They Never Taught You in Law School

LAWS 94203 - 01 (3) x, m

In today's market, it is more critical than ever that young lawyers know how to network, build professional relationships, and promote themselves inside and outside the law firm. In this seminar, students will receive practical instruction on these topics, as well as individualized coaching, from a former head of litigation at a major law firm who was involved in hiring, evaluations, partnership decisions, and client development. Students will learn what to do (and not do) as law students, summer associates, and young lawyers in order to effectively promote themselves and maximize opportunities (e.g., be offered a job, a choice assignment, a coveted role in a client pitch, a speaking engagement, or a future job opportunity). The seminar will focus on the nuts and bolts of how to raise your profile, differentiate yourself from others, expand your relationships (and network) inside and outside a law firm, and communicate effectively. In addition to class discussion, the last part of each session will include a short videotaped role play (e.g., a group of summer associates talking with a partner at a firm social event; an associate discussing an assignment with a partner; an associate receiving a mid-year evaluation; an associate meeting with a client).

Students who are filmed will receive a DVD of the role play along with feedback (in private). For the midterm, students will be divided into teams (each from a different hypothetical law firm) and will pitch a client to be hired to defend a new lawsuit.

For the final exam, each student will prepare a personal business plan.

Spring 2012 - Sheila M. Finnegan

Work and Gender

LAWS 43701 - 01 (2) x, m

This seminar will examine legal issues related to employment and gender. The seminar will begin with a theoretical exploration of the two key themes--work and gender--through the lens of sociological, economic, legal, and feminist scholarship. The seminar will then turn to consider contemporary issues on the law of gender and the workplace. Topics will include sexual harassment, pregnancy discrimination, caregiving accommodations and the intersection of work and family, pay equity, occupational segregation, gender stereotyping, contingent work and low-income workers, and issues facing gay, lesbian, bisexual, and transgender workers.

Grades will be based on response papers and class participation.

Spring 2012 - Naomi Schoenbaum

Workshop: Constitutional Law

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

This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year.

Enrollment may be limited.

This workshop may be taken for fulfillment of the Substantial Research Paper graduation requirement.

Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers.

Autumn 2011 - Aziz Huq; David A. Strauss

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Spring 2012 - Aziz Huq; David A. Strauss

Workshop: Judicial Behavior

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

The Workshop on Judicial Behavior provides students with a unique opportunity to read and analyze cutting-edge scholarship that focuses on how judges reach their decisions. In a case law system such as that of the United States, a realistic understanding of judicial behavior, which conventional legal instruction does not convey, is essential to the understanding and practice of law. Over the course of the academic year, six scholars from the fields of law and the social sciences will present their work.

By the end of the academic year, students will produce a major research paper on judicial behavior.

The Workshop is limited to twenty law students; interested students should contact Prof. Landes (land@uchicago.edu) by September 7, 2011.

It will meet six times over the course of the academic year.

Autumn 2011 - Frank H. Easterbrook; Lee Epstein; William M. Landes; Richard A. Posner

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Workshop: Law and Economics

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

This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions.

The workshop meets every other week throughout the academic year.

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

Grading is based on the completion of a substantial paper, which may be used as partial fulfillment of the SRP J.D. writing requirement.

Autumn 2011 - Omri Ben-Shahar; William H. Hubbard

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Spring 2012 - Omri Ben-Shahar; William H. Hubbard

Workshop: Law and Philosophy

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

This is a seminar/workshop most of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Typically, half of the sessions are led by local faculty, half by visiting speakers. Several sessions involve students only, and are led by the instructors. The leader assigns readings for the session, and the session consists of a brief introduction by the leader, followed by structured questioning by the two faculty coordinators, followed by general discussion. Students write a 20-25 page seminar paper at the end of the year. The seminar satisfies the Law School Writing Requirement. The schedule of meetings will be announced by mid-September, and prospective students should submit their

credentials to both instructors by September 15. Past themes have included: practical reason; equality; privacy; autonomy; global justice; pluralism and toleration; war; sexuality and family.

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

Autumn 2011 - Martha C. Nussbaum; Ryan D. Long

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Workshop: Law and Philosophy

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

This is a seminar/workshop most of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Typically, half of the sessions are led by local faculty, half by visiting speakers. Several sessions involve students only, and are led by the instructors. The leader assigns readings for the session, and the session consists of a brief introduction by the leader, followed by structured questioning by the two faculty coordinators, followed by general discussion.

Students write a 20-25 page seminar paper at the end of the year. The seminar satisfies the Law School Writing Requirement. The schedule of meetings will be announced by mid-September, and prospective students should submit their credentials to both instructors by September 15. Past themes have included: practical reason; equality; privacy; autonomy; global justice; pluralism and toleration; war; sexuality and family.

Students are admitted by permission of the instructors. They should submit a c.v. and a statement (reasons for interest in the workshop, relevant background in law and/or philosophy) to the instructors by e mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.
Spring 2012 - Martha C. Nussbaum; Ryan D. Long

Workshop: Legal Scholarship

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

This multiquarter workshop is designed for students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. In the Autumn quarter the seminar will be run as a faculty mini-workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the Spring Quarter the class will function as a workshop for students, enabling them to present their papers. In preparation for each meeting, students will submit short (2-3 page) critiques of the author's paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get his/her piece into publishable shape. The student's grade is based on the weekly papers, participation, and (for students enrolled in the two quarter sequence) the quality of the final version of their long paper. Students can fulfill a portion of their writing requirement (SRP or WP) in this seminar, and LLMs interested in teaching or getting to actively participate in a scholarly workshop where they have extensive opportunities to speak and hone their skills in critiquing legal argument. FALL ONLY option: This seminar is designed to give the students the experience of participating in a faculty workshop. Each week young scholars from around the country will present a work in progress and unlike other workshops where the faculty does most of the questioning, the students will question the speakers (and write a two page paper setting out their questions and comments). The presentations will be followed by feedback that will enable students to learn how to present academic work and select a publishable topic for their research. LLMs interested in teaching are welcome.

Autumn 2011 - Lisa Bernstein

Workshop: Legal Scholarship

LAWS 78711 - 01 (1) a, r, w, m

This multiquarter workshop is designed for students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. In the Autumn quarter the seminar will be run as a faculty mini-workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the Spring Quarter the class will function as a workshop for students, enabling them to present their papers. In preparation for each meeting, students will submit short (2-3 page) critiques of the author's paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get his/her piece into publishable shape. The student's grade is based on the weekly papers, participation, and (for students enrolled in the two quarter sequence) the quality of the final version of their long paper. Students can fulfill a portion of their writing requirement (SRP or WP) in this seminar, and LLMs interested in teaching or getting to actively participate in a scholarly workshop where they have extensive opportunities to speak and

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There will be four official Friday meetings of the workshop this quarter. The rest of the time we will meet in smaller groups at mutually convenient times.

Winter 2012 - Lisa Bernstein

Workshop: Legal Scholarship

LAWS 78711 - 01 (2) a, r, w, m

This multiquarter workshop is designed for students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. In the Autumn quarter the seminar will be run as a faculty mini-workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the Spring Quarter the class will function as a workshop for students, enabling them to present their papers.

In preparation for each meeting, students will submit short (2-3 page) critiques of the author's paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get his/her piece into publishable shape. The student's grade is based on the weekly papers, participation, and (for students enrolled in the two quarter sequence) the quality of the final version of their long paper. Students can fulfill a portion of their writing requirement (SRP or WP) in this seminar, and LLMs interested in teaching or getting to actively participate in a scholarly workshop where they have extensive opportunities to speak and hone their skills in critiquing legal argument. FALL ONLY option: This seminar is designed to give the students the experience of participating in a faculty workshop. Each week young scholars from around the country will present a work in progress and unlike other workshops where the faculty does most of the questioning, the students will question the speakers (and write a two page paper setting out their questions and comments). The presentations will be followed by feedback that will enable students to learn how to present academic work and select a publishable topic for their research. LLMs interested in teaching are welcome.

There will be four official Friday meetings of the workshop this quarter. The rest of the time we will meet in smaller groups at mutually convenient times.

Spring 2012 - Lisa Bernstein

Workshop: Public Law and Legal Theory

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

Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on criminal law, legal history, and politics. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions.

Students must enroll for the entire year and will receive one pass/fail credit.

Students are required to read the papers, attend the workshop, ask questions, and to submit one reaction paper per quarter on a paper of their choosing.

Autumn 2011 - Bernard E. Harcourt; Richard H. Helmholz; Alison LaCroix; Jonathan Masur; Richard H. McAdams

Workshop: Public Law and Legal Theory

LAWS 63402 - 01 (0) a, m

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Students must enroll for the entire year and will receive one pass/fail credit.

Students are required to read the papers, attend the workshop, ask questions, and to submit one reaction paper per quarter on a paper of their choosing.

Spring 2012 - Bernard E. Harcourt; Richard H. Helmholz; Alison LaCroix; Jonathan Masur; Richard H. McAdams

Workshop: Regulation of Family, Sex, and Gender

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

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

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

Students are welcome to audit any number of meetings of the workshop.

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

Winter 2012 - Mary Anne Case

Workshop: Regulation of Family, Sex, and Gender

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Spring 2012 - Mary Anne Case



FACILITIES

THE LAW SCHOOL

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

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

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

The D'Angelo Law Library provides comprehensive access to legal scholarship and information through one of the finest print and online collections in the country. The Library occupies five floors in the central tower of the Laird Bell Quadrangle. Its unique design—bookstacks and student study space surrounded by faculty offices—is a physical expression of the Law School's community of scholarship, teaching and learning. The print library, numbering more than 673,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, current and historical sources of law and commentary, and casebooks and study aids in support of the Law School curriculum. Law students, staff and faculty also have access to the 7 million print volumes of the University of Chicago Libraries.

The Library's online database collection includes access to all of the major legal resources, including LexisNexis, Westlaw, Hein Online, BNA, and CCH IntelliConnect, among others, along with an extensive array of campus networked information sources in many disciplines. Wireless network availability throughout the building and login access from off campus provide unlimited access to all Library databases. Librarians connect faculty, students, and staff of the Law School with the Library's resources through in-person consultations and the D'Angelo Law Library's Web page, at <http://www.lib.uchicago.edu/e/law/>. D'Angelo staff work closely with patrons to locate materials throughout the University of Chicago library system, on the internet and around the world. D'Angelo librarians are also

legal research instructors, through the Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for their experience in legal practice.



STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

The Law School offers more than sixty student organizations that serve a variety of student interests. There are organizations devoted to scholarship and legal practice (e.g., the three student-edited law journals, the Hinton Moot Court, and the student clinic board); there are organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property Law Society), identity groups (e.g., Black Law Students Association, Christian Law Students), community outreach (e.g., Neighbors, Public Interest Law Society), and social activities (e.g., Law School Musical, Wine Mess).

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

The University of Chicago Legal Forum is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include Governance and Power; Crime, Criminal Law, and the Recession; Civil Rights Law and the Low Wage Worker. Each fall the *Legal Forum* hosts a symposium at which the authors of the articles present their work.

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

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

of distinguished judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup recipients. Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

The Law Students Association is the student government organization. Its president, five representatives from each class, two LL.M. representatives and one 2L transfer representative are elected annually by the student body. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees. LSA also sponsors the weekly Wine Mess for students and faculty.

LSA supports a variety of student groups, including:

the American Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;

the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;

Amicus, a group that provides networking and social opportunities for law students' spouses, significant others, and children;

the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;

the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;

the Chicago Law Foundation, a nonprofit organization providing funds for Law School students to work on public interest legal projects;

the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;

the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers holds networking events, organizes field trips, provides career services programs, and engages in volunteer community service;

the Dallin H. Oaks Society for student members of the Church of Jesus Christ of Latter Day Saints;

the Edmund Burke Society, a conservative debating society;

the Entertainment and Sports Law Society, a group of students interested in exploring professional opportunities in the fields of entertainment and sports law;

the Environmental Law Society, to discuss the legal aspects of environmental issues;

the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;

the Health Law Society, for students with a casual interest as well as those considering a specialty in health law;

the Intellectual Property Law Society, to promote student understanding of intellectual property;

the International Human Rights Law Society, dedicated to learning about and practicing international human rights law;

the International Law Society, an organization for students interested in the many facets of public and private international law;

the Japan Law Society, organized to promote knowledge and awareness of Japan and its legal system through lectures by practitioners and scholars and sponsorship of students who wish to attend Japan-related business and academic conferences;

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

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

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

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

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

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

Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;

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

the Phoenix, the Law School student newspaper;

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

Scales of Justice, an a cappella singing group;

Spring Break of Service, an organization of students who provide pro bono legal services in areas of need during Spring Break;

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

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

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

Wine Mess, which organizes the weekly cocktail party for faculty and students;

and the Women's Mentoring Program, a program that pairs local alumnae with current women students.

ATHLETICS

Graduate students at the University have a wide range of opportunities each year to participate in intramural activities, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a UChicago card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and

women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee.

RELIGIOUS LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming open to all. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.

Rockefeller Memorial Chapel is the center of religious activity for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

Community service projects encourage students to give concrete expression to their convictions. Interreligious dialogue enables participants to learn more about their own traditions by encountering others.

The independent religious organizations on campus offer innumerable opportunities for worship and fellowship within their own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the substantive issues that confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

The Spiritual Life Office (<http://spirit.uchicago.edu/>), a virtual office of Rockefeller Memorial Chapel, serves as the liaison to the University for each religious organization. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. Dr. Elizabeth J.L. Davenport, Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Descriptions of many of the religious organizations are available at <http://spirit.uchicago.edu/about/group.shtml>.

The University Ecumenical Service is held in Rockefeller Memorial Chapel at 11:30 a.m. every Wednesday, followed by a community lunch in the Swift Common Room, except for the weeks between summer Convocation and the arrival of new students in September. During the Autumn, Winter, and Spring Quarters, the Joseph Bond Chapel on the main Quadrangle is host to a variety of worship experiences throughout the week. For a current schedule, see <http://divinity.uchicago.edu/students/bond.shtml#worship>. In addition, diverse religious groups in the neighborhood of the University welcome student participation in their programs and worship.

CAREER SERVICES

The Office of Career Services offers comprehensive career services to students and graduates of the Law School. We welcome and encourage students and graduates to use the Office of Career Services to explore career options and to learn job search techniques that will serve them well in law school and throughout their professional careers.

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers on-campus interview programs, with approximately 350 employers in the fall program, followed by a smaller winter program. The office also co-sponsors or participates in numerous off-campus recruitment programs, conducts outreach to employers, and manages information about non-traditional opportunities for students and graduates. Approximately 1,000 term-time, summer, and permanent jobs are posted annually through our web-based job postings service. In addition to these job search services, the Office of Career Services coordinates the judicial clerkship application process and provides a database of judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs.

Our Career Resource Center contains a variety of materials to facilitate student self-assessment and to design individual job searches. These materials include books, newspapers, periodicals, proprietary survey information, and online materials including a proprietary database of almost 4,500 employers. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

Approximately 99 percent of the Class of 2010 found employment within the tracking period: 73 percent entered private practice; 13.5 percent obtained judicial clerkships; 3 percent entered business; 8 percent obtained positions in public service and government; and 3 percent obtained academic positions. During the summer of 2011, about 98 percent of the Class of 2012 were employed in legal positions. The majority of these opportunities were in the private sector, 18 percent of these positions were with public service and public interest organizations, and approximately 2 percent were research assistants with professors. Virtually 100 percent of the Class of 2013 obtained law-related employment in the summer of 2011. Approximately 45 percent of this class worked in the public sector, 20 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 24 percent of this class worked in the private sector at a law firm or business, 10 percent accepted judicial internships, and the remainder worked in other research positions.

Each year, approximately 30 to 50 students and alumni accept judicial clerkships. Over the past decade, from October Term 2002 to October Term 2011, we have had 25 graduates serve as law clerks for United States Supreme Court justices.

PUBLIC INTEREST CAREERS

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support that the Law School offers for students and graduates seeking public interest work is multifaceted, the common goal is to educate, inspire, and support present, former, and future students in their efforts to pursue a career that incorporates a commitment to public service work.

The Office of Career Services is designed to assist students interested in public interest careers by providing a variety of career-related services including individual career counseling as well as informational and skill development programs. The Law School also supports a variety of public interest career-related programs developed by student-run groups including the Chicago Law Foundation and the Public Interest Law Society (PILS). In addition, the resource center in the Office of Career Services houses a combination of hard copy and electronic materials to assist students and graduates who are pursuing public interest opportunities. The Office of Career Services is a member institution of PSLawNet which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also maintains a public interest list-serve for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.

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

The Law School awards public service scholarships for entering students and public interest fellowships to graduating students, to allow them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public interest summer jobs for first-year and second-year students, and administers a generous loan deferment and forgiveness program for graduates engaged in public service. Through the Law School's Pro Bono Program, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The Law School also fosters public service opportunities for students through the activities of the Law School's Mandel Legal Aid Clinic, the Immigrant Child Advocacy Project, the Exoneration Project, the Institute for Justice Clinic on Entrepreneurship, and a new Environmental Law Clinic.

ACADEMIC CAREERS

To support those students interested in careers in academia, the Law School has curricular offerings designed for students to develop their publications portfolio, and a Law Teaching committee to assist students and graduates through the academic search process, and host an annual conference for alumni preparing to go on the law teaching market.

COMPUTER SERVICES

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

The Law School maintains and staffs one student computer lab, located on the third floor of the Library. The computers in the lab contain a full complement of software for students needing to do word processing, have email access, and have general Internet access, including legal research through Lexis/Nexis and Westlaw. This lab, or a networked classroom, is used for training students on using the campus network, Internet information sources, the Library's online catalog, Lexis/Nexis, and Westlaw. The lab also provides printers for student printing needs. Student documents are stored on servers maintained by the Law School, allowing students to have fast and easy access to their files from any workstation. These servers are backed up on a regular basis. The 4th, 5th, and 6th floors of the Law Library each contain a pair of public terminals similar to those in the computer lab and a laser printer for student jobs.

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

HOUSING AND DINING

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

All inquiries concerning University housing should be addressed to the Graduate Student Housing Office, 5555 S. Ellis Ave., Room 108, Chicago, Illinois 60637, 773-753-2218 or fax 773-753-8054. Students are advised to apply early in order to obtain their desired accommodations.

NEW GRADUATE RESIDENCE HALL

Many of the single first-year Law School students live in the New Graduate Residence Hall (New Grad). Designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It

has a capacity for about 125 graduate men and women. Most of the accommodations are single rooms with private baths. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a nominal cleaning fee associated with the use of the kitchen.) The room rate is \$7,722 or \$9,372 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at \$7,152.

INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates graduate residents—many from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds; provides facilities that can benefit social and cultural development of its residents; and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents in the House's cafeteria, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities.

A variety of rooms varying in size and amenities are available in International House. The average single room rate is \$2,125 per quarter. There is no mandatory meal plan. All rooms are furnished and share common bathrooms. More information is available at ihouse.uchicago.edu.

NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates more than 1,300 apartments in twenty-eight buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from \$629 to \$1,103 monthly; those for unfurnished are from \$648 to \$1,312 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath. For further information, please contact the University's Office of Graduate Student Housing at 773-753-2218 or see <http://rs.uchicago.edu/index.shtml>.

MEAL SERVICE

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

CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. During the academic year, The Family Resource Center provides activities for the families of graduate and professional students, as well as referrals for various child care services. More information on the FRC is available at <http://grad-affairs.uchicago.edu/services/index.shtml>.

Action for Children is a private, not-for-profit agency that provides free personalized assistance to University employees and students seeking child care. Students may contact Action for Children at 773-564-8890 or childcare@actforchildren.org.

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

For further information on nursery, elementary, and secondary schools, contact the Office of Graduate Affairs, Admin. 226-A, 5801 Ellis Avenue, Chicago, IL 60637, telephone: 773-702-7813.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENTS

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

and are responsible for the annual premium. Detailed information about the U-SHIP plan, including information on the following topics can be found at <http://studenthealth.uchicago.edu/studentinsurance/>.

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

IMMUNIZATION REQUIREMENTS

By State of Illinois law, generally all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The Primary Care service notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are also available to be downloaded from the web (<http://scc.uchicago.edu>). They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of registration, students who are not yet compliant will have their subsequent registrations restricted and will not have the restriction lifted until they have become compliant with the immunization requirement. Students who receive this notification are urged to call the Immunization Office at 773-702-9975 to resolve their immunization compliance status. For more information about the State of Illinois immunization law, go to <http://studenthealth.uchicago.edu/immunization/>.

UNIVERSITY POLICIES

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

- Civil Behavior in a University Setting
- Statement of Nondiscrimination
- Policy on Unlawful Discrimination and Harassment
- Sexual Assault Policy
- Disability Accommodation Protocol
- Graduate Student Parents Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs

- Networking and Information Technology Policies
- Patent, Software, and Intellectual Property Policy
- Safety and Appropriate Use of Facilities



FINANCIAL INFORMATION

FEES

Application Fee. An application fee of \$75 must accompany each original application for admission to the Law School. No part of the fee is refundable, nor is it applicable as an advance payment of other fees.

Tuition. Tuition in the Law School for 2010–2011 is \$45,405 for students for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

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

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

EXPENSES

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about \$22,560 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 80 percent of the students at the Law School receive some financial aid, either in the form of scholarships or loans. Since scholarship funds are insufficient to cover all needs, most assistance involves a combination of scholarships and loans. Decisions as to the amount of financial aid awarded to entering students are based on considerations of need and merit. In determining financial need, a student's resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted.

Applicants requesting loan assistance should submit the Free Application for Federal Student Aid (FAFSA) as well as the Student Loan Administration's Graduate Loan Application. Applicants who would also like to be considered for need-based scholarship funds from the Law School must also submit the Need Access Report (www.needaccess.org).

SCHOLARSHIPS

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

LOANS

Many students at the Law School use some combination of government and private loans to finance their educations. Qualified students have the option of borrowing from these loan programs up to the full amount of the student budget. The government loans include Perkins Loans, Federal Direct Subsidized Stafford Loans, Federal Direct Unsubsidized Stafford Loans, and Federal Direct Graduate PLUS Loans. A complete description of the current terms of these loan programs and the application is available online at sla.uchicago.edu.

LL.M. STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$69,045, with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

J.S.D. STUDENTS

All students in the J.S.D. Program receive Law School scholarship funds to cover their full tuition charges.



INFORMATION FOR APPLICANTS

PREPARATION FOR THE STUDY OF LAW

Each entering class includes a diverse range of undergraduate majors and we generally do not prefer certain majors over others, but we do value a well-rounded education that has exposed applicants to the humanities and sciences, with a particular emphasis on writing and reasoning skills, as well as foreign languages. For more information, please consult the Official Guide to ABA-Approved Law Schools, prepared by the Law School Admission Council ("LSAC") and the American Bar Association. This book includes information about pre-law preparation, applying to law schools, and the study of law, as well as information about most U.S. law schools. It is available in many college bookstores and also online at www.lsac.org.

APPLICATION PROCEDURE AND ADMISSIONS POLICY

Admission to the Law School is based on a careful review of each application by one or more members of the Admissions Committee. While we do have a very strong applicant pool numerically, the non-numerical factors in an application are also extremely important. Our admitted students have a wide range of GPAs and LSAT scores.

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

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

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1, and will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision must submit their applications by February 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after February 1 will be considered on a space-available basis. We consider applications in the order that they are completed.

The LSAT. Applicants must take the Law School Admission Test (LSAT) and submit all current LSAT scores before their applications will be considered. An LSAT score is deemed current if it has been earned within five years of the date that

the application is submitted to the Law School. The LSAT is administered four times a year in many locations throughout the world. Early Decision applicants must take the LSAT no later than the late September/early October administration. For information about the LSAT, contact LSAC at 215/968-1001 or www.lsac.org.

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

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

The Credential Assembly Service. All applicants are required to register with LSAC's Credential Assembly Service ("CAS") for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at 215/968-1001 or www.lsac.org. For more information and guidance on the required application materials, please visit www.law.uchicago.edu/prospective.

Financial Aid. The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants who wish to have financial need factored into their evaluation for scholarship aid must complete the Need Access Application online at www.needaccess.org. For questions about Need Access, contact the Access Group at 800-282-1550. Please visit <http://www.law.uchicago.edu/prospective/financialaid> for applicable deadlines.

Interviews. The Admissions Committee does not grant requests for interviews and any interviews conducted will be only at the Admissions Committee's request. The Committee may invite a small number of applicants to interview at the Law School after their files have been reviewed. If conducted, interviews usually take place between January and April.

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

Applicants with Disabilities. Disabled applicants in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773-702-9484 or by emailing admissions@law.uchicago.edu with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School for their second and third years of law school. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In

making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the student cohort at the law school attended. Transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for honors at graduation based on their two years of academic work at the Law School. Transfer applicants must apply electronically using the LSAC electronic application. Please visit our website at www.law.uchicago.edu/prospectives/transfer for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.



STUDENT BODY

INFORMATION ABOUT THE STUDENT BODY, 2011-2012

DEGREES CONFERRED BETWEEN SEPTEMBER 1, 2010, AND
AUGUST 31, 2011

Degrees of Master of Laws

Diala Abouchalache
Anna Afanasieva
Dawood Ahmed
Suhaib Al-Ali
Chrysanthi Bampali
Alberto Barros Bordeu
Alfred Amin Bridi
Fabian Brocke
Rafael Capelão Carretero
Diego Cardona Baquero
Sebastian Arturo Castro Quiroz
Camilla Chagas Paoletti
Subha Chauhan
Junayed Ahmed Chowdhury
José Alejandro Cortés Serrano
Paulo Fernando De Menezes
Cardoso
Beste Demir
Alejandro Edwards Guzman
Fernando Jorge Fernandez Acevedo
Leandro Alexi Franco
Stéphane Frank
Maria Noelia Gamio
Ana González Fernández
Ian James Hastings
Michiko Hirai
Daniel Illes
Lili Jian
Dalit Kaplan
Joseph Bradley Keillor
Khemmawat Khanabkaew
Masakazu Kumagai
Hui Fai Kwok

Fei Lai
Adi Leibovitch
Irma Milagros Leon Gonzalez
Cheng Lu
Saulo Marchi
Livia Mariz da Silva
Eduardo Marques Souza
Christian Werner Meier
Maria Ines Mesta Orendain
Heloisa Helena Monteiro de Lima
Qiao Ying Gladys Moon
Juan Martin Olivera Amato
Tamer-Orestis Omran-
Koukouvatakis
Marcelo Padua Lima
Eduardo Postlethwaite
Jaime Ignacio Puyol Crespo
Zheng Qi
Sari Johanna Rasinkangas
Lauren Rasking
Cameron Ross Redifer
Felipe Rodrigues Caldas Feres
Armin Christian Schwabl
Romin Tamanna
Reinout Temmerman
Rafael Van Rienen
Nisha Venkataraman
Carolina Marta Villar Freuler
Rainer Martin Wey
Alexandra Wolff
Hao Wu
Yichen Wu
Miguel Yturbe Redo

Maria Zebadua Pardo
 Li Zheng
 Chengyao Zhou

The Degree of Doctor of Jurisprudence
 Huyue Zhang

The Degree of Doctor of Law

Nikhil Abraham
 Kelly Albinak**†‡
 Nicholas Sean Alexsovich
 Derek Allen
 Shackire Anderson
 Sofia Arguello
 Nancy Heiner Austin
 Sandra Michelle Barrett*
 Stephanie Barrow
 Tyler Montgomery Beas
 Rachel Elise Hayward Beattie
 Lauren Jaye Becker
 Amy Catherine Benford
 Kevin Allen Bensley
 Evan Berkow
 Aaron Matthew Berlin*
 Evan Daniel Bernick
 Gabrielle Alexa Bernstein
 Meredith Shaffer Berwick
 Monica Noelle Betancourt
 Joseph Andrew Bingham*
 Chauntell Tatiana Bobo
 Molly Anne Booth*
 Tristan Bordon
 Donovan Borvan
 Megan Boyd
 Chauncey Arthur Bratt
 Emily Diane Tancer Broach
 Aaron Michael Brown
 Joshua Bushinsky
 Erin Lindsay Calkins
 Danna Carmi

Dwight Rlyn Carswell*†‡
 Lauren Chiang
 Josiah Child*†‡
 Kenneth Michael Chiu*
 Saeyoung Chung
 Salen Michael Churi*
 Christopher Ryan Cooley
 Cristina Covarrubias
 Jeffrey Alan Crapko*
 Ryan John Cronkhite
 Dain Alexander De Souza
 Elliott Richard DeRemer
 George Desh
 David Didion**†‡
 Scott William Dilts
 Steven Michael Donohue*
 Francesca Marie Erts
 Bradley Mills Feingerts*
 Vincenzo Field
 David Aaron Finkelstein*
 Zachary Flowerree*
 Julia Forbess
 Jesse Galdston
 Raymond Garcia
 Emily Elizabeth Geier
 Kathryn Krengel George*
 Anne Margaret Gonzalez
 Brian Graham
 Christopher Bradford Greene*
 Timothy Denny Greene*
 Rachael Grilley
 Samuel Grilli

Jacob Hamann*	Justin Thomas Marquardt**†‡
Andrew Michael Haupt	Shauna Lynn Marvin
Kathryn Carmen Heinrichs*	Adam Ginn Marvin
Anthony Henke	Gabriel Mathless
Amy Marie Hermalik*	Peter McNeill McCarthy
Michael Herring*	Tamara T. McClatchey
Michael Abraham Hertzberg	Jared Meier*
Michael Holecek**†‡	Jeremy Jacob Meisel
Lauren Elizabeth Howard	Rachna Misra
Daniel Hubin**†‡	Anne-Marie Mitchell
Caroline Hunt	Rebecca Elizabeth Moseley
Maya Jane Florence Ibars	Joseph Pirc Mueller*
Patrick Michael Jaicomo	Vineeth Pisharody Narayanan
Kristin Wildes Janssen	Nadia Nasser-Ghodsii**†‡
Rebecca Rejeanne Kaiser	Negin Nazemi
Clara Kang	David Carlton Nealy
Chen Kasher	Jeffrey Nisbet
Akio Benjamin Katano	Rogan Michael John O'Handley
Jared Kawalsky	Seth Chandler Oranburg*†‡
Laurel Shani Kean	Peter Joseph Orłowicz
Catherine Kent	Jason Edward Owens
Prisca Kim	Caitlin Padula
Martin Kohan	Joseph Parish
Jeremy Joshua Kohn	Faye Erna Paul*
Braden John Lang	Ashley Pearson
Tara Langvardt*	Gregory Francis Pesce*
Tara Laszlo	Katia Carmen Piciucco
Nicholas Jordan Lawhead	Laura Elaine Pinzur*
Allison Lawler**†‡	Sean Kyle Price*
Megan Leach	Jacqueline Marie Pruitt
Maribeth Leanne LeHoux	Shareese Nycole Pryor
Jessica Lehrman	Jonathan Louis Raff
Michael Norbert Leonard	Syed Minhajur Rahman
Nebula Li	Gaston Rauch
Ruoke Liu	Daniel Ray Roberts
Shawn Liu*†‡	Mitchel Scott Rodricks
Maylea Mengmeng Ma	Alexander Barnes Roitman
Grant Maki	Katherine Renee Roland
Marisa Maleck*	Daniel Rosengard*
Kristen Mann**†‡	Jennifer Rowling

Julian Russo	Trevor Tan
Matthew Terry Ryan	David Tanury*
David Michael Sanchez	James Fallows Tierney*
David Schraub**†‡	Curtis Shawn Tiffany*†‡
Curtiss Scott Schreiber	Arielle Anais Pauline Tokorcheck
Blake Phyllip Sercye	Tracy Karen Tong
Anthony Vincenzo Sexton***†‡	Michele Marie Tran
Hewot Felekech-Derebew Shankute	Malaika Durham Tyson
Katherine Shannon	Ann Kateri Wagner*
Natalie Shapero	Roselyn Wang
Roger Austin Sharpe*	Michael Weitz
James Shliferstein	Kara Wilcox
Daniel Isaac Siegfried**†‡	Jeffrey Wilkerson**†‡
Bradley Silverman	Chloe Ann Williams
Jonide Simon*	James Winn
Stephanie Simpson	Matthew Wolfe*†‡
Elliot Smith	Charles Michael Woodworth**†‡
Katherine Payne Smith	Kate Elizabeth Wooler
Jessica Smith-Kaprosy	Leslie Wright*
Pedro Guillermo Soto*	Gizachew Tesemba Wubishet
Catherine Yong Starks*	Adam Yarian*
Kimberly Therese St. Clair*†‡	Sharon Yecies*
Matthew David Stoker	David Keunyoung Yi
Joel Stonedale*	Andy Zhang
Jonathan Douglas Stratton	Nancy Zhang
Daniel Stroik*	
Juliet Allen Summers*	* Honors
Alexander Swanson	** High Honors
Kevin Michael Swartz*	*** Highest Honors
Jacqueline Anne Swiatek	† Order of the Coif
Krista Marie Swip*	‡ Kirkland & Ellis Scholar
Carolyn Mei Ling Tan	

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED
IN THE STUDENT BODY DURING 2011-2012

Academic Law Institute; Ludwig-Maximilians-Universitat Muchen	1	Arizona State University	3
American University	1	Baruch College	1
Amherst College	2	Bentley University	1
		Bethel College-Kansas	1

Binghamton University	1	Emory University	5
Bluffton College	1	Faculdade Nacional de Direitos	1
Boston College	2	Florida State University	6
Bowling Green State University	1	Fudan University	2
Brandeis University	1	George Washington University	6
Brigham Young University	9	Georgetown University	9
Brown University	5	Georgia Institute of Technology	2
Bucerius Law School	2	Georgia State University	1
Buchmann Faculty of Law	1	Gonzaga University	2
Butler University	2	Grinnell College	1
California Institute of Technology	1	Hampton University	1
California Polytech State University-San Luis Obispo	1	Harvard University	4
California State University - Los Angeles	2	Haverford College	2
Carthage College	1	Hebrew University of Jerusalem	2
Central University of Finance and Economics; Renmin University of China	1	Howard University	3
Centro Universitario de Brasilia; Instituto Brasiliense de Direito Publico	1	Hunter College	1
China University of Political Science and Law	1	Idaho State University	1
Claremont McKenna College	1	Illinois Institute of Technology	2
Colby College	1	Indiana University of Pennsylvania	1
College of the Holy Cross	1	Indiana University-Bloomington	3
College of William and Mary	3	Instituto Tecnologico Autonomo de Mexico	2
Columbia University-Columbia College	6	Iowa State University	1
Columbia University-School of General Studies	1	James Madison University	1
Cornell University	7	Johns Hopkins University	1
Creighton University	1	Katholieke Universiteit Leuven	1
Dartmouth College	4	Kent State University	1
Davidson College	1	Kenyon College	2
Drake University	1	Kieo University	3
Duke University	4	Lahore University of Management Sciences	1
		Loyola Marymount University	1
		Marquette University	1
		Marywood University	1
		Massachusetts Institute of Technology	1

Miami University of Ohio	2	Sciences-Po Paris	1
Michigan State University	1	Scripps College	1
Middleburg College	1	Shanghai International Studies University	1
Middlebury College	1	Southern Methodist University	1
Mount Holyoke College	1	Southwest University of Political Science and Law; University of International Business and Economics	1
National Law School of India University-Bangalore	1	St. John's College	1
National Taiwan University	1	St. Joseph's College	1
National University of Singapore	1	St. Louis University	1
New York University-College of Arts and Sciences	2	Stanford University	5
Northwestern University	8	Stony Brook University	1
Ohio State University-Columbus	3	Swarthmore College	2
Otgontenger University	1	Symbiosis Law School	1
Oxford University	1	Tel Aviv University	
Peking University	2	Temple University	1
Pennsylvania State University-University Park	2	Texas A&M- College Station	2
Pepperdine University	1	Texas Tech University	1
Pomona College	3	Trinity College Dublin, University of Cambridge	1
Pontificia Universidad Catolica de Chile	4	Truman State University	1
Potifica Universidad Catolica del Peru	1	Tsinghua University	1
Pontificia University Catholica de Sao Paulo; Insper Instituted Ensino e Pesquisa	4	Tufts University of Arts and Sciences	2
Princeton University	4	Tulane University	2
Purdue University - West Lafayette	1	Univeristat St. Gallen	1
Queen Mary University of London	1	Universidad Anahuac	1
Queens College	1	Universidad Catolica Santa Maria la Antigua	1
Reed College	1	Universidad de Buenos Aires	2
Renmin University of China	1	Universidad de Chile	1
Rice University	2	Universidad de los Andes	1
Rollins College	1	Universidad de Montevideo	1
Rutgers University-Livingston	1	Universidad Iberoamericana	4
Samford University	1	Universitas Indonesia	1

Universität Bern	1	University of Michigan-Ann Arbor	5
Universität Passau	3	University of Minnesota- Minneapolis	3
Universität St. Allen	1	University of Missouri-Columbia	4
Universität Zurich	1	University of Nebraska-Lincoln	2
Universiteit Gent	1	University of New Hampshire	1
University Católica Boliviana	1	University of North Carolina- Chapel Hill	3
University of Akron	1	University of Northern Iowa	1
University of Alabama	1	University of Notre Dame	7
University of Auckland	1	University of Oklahoma	2
University of Basel	1	University of Oregon	1
University of California-Berkeley	14	University of Otago (Te Whare Wananga O Otago)	1
University of California-Irvine	2	University of Pennsylvania	12
University of California-Los Angeles	10	University of Pittsburgh	1
University of California-Santa Cruz	1	University of Puget Sound	1
University of Cambridge	1	University of Rochester	1
University of Chicago	26	University of Saint Thomas	1
University of College of Dublin	1	University of Southern California	7
University of Colorado-Boulder	2	University of Texas-Austin	1
University of Colorado-Colorado Springs	1	University of Texas-El Paso	3
University of Connecticut-Storrs	1	University of Tokyo	6
University of Dayton	1	University of Utah	1
University of Denver	1	University of Virginia	3
University of Florida	10	University of Washington	7
University of Fribourg	1	University of Wisconsin-Green Bay	1
University of Georgia-Athens	1	University of Wisconsin-Madison	13
University of Illinois-Urbana- Champaign	9	Vanderbilt University	2
University of Iowa	1	Vassar College	1
University of Kansas	1	Wake Forest University	3
University of Kentucky-Lexington	1	Washington University	2
University of Maryland-College Park	2	Wellesley College	2
University of Melbourne	1	Wesfälische Willhelms-Universität Münster	1
University of Miami	4	Wesleyan University	2

West Bengal National University of	1	Yale University	6
Judicial Sciences-Kolkata		Yeshiva University	2
Wheaton College-Illinois	1	Yonsei University	1
Willamette University	1	Zhongnan University of Economics	1
Williams University	2	and Law; Wuhan University	

STATES AND COUNTRIES REPRESENTED IN
THE STUDENT BODY DURING 2011-2012

I. STATES

Alabama	3	Michigan	12
Alaska	2	Minnesota	4
Arkansas	1	Mississippi	1
Arizona	5	Missouri	10
California	64	New England	3
Colorado	7	New Hampshire	2
Connecticut	4	New Jersey	11
District of Columbia	5	New York	21
Florida	27	North Carolina	6
Georgia	9	Ohio	17
Hawaii	2	Oklahoma	1
Idaho	1	Oregon	6
Illinois	61	Pennsylvania	13
Indiana	5	Rhode Island	1
Iowa	3	South Dakota	2
Kansas	3	Tennessee	5
Kentucky	2	Texas	23
Louisiana	1	Vermont	6
Maine	2	Virginia	7
Maryland	10	Washington	3
Massachusetts	10	Wisconsin	13

II. COUNTRIES

Australia	2	Brazil	6
Argentina	3	Canada	4
Belgium	3	Chile	6
		China	13

France	1	Singapore	1
Germany	5	South Korea	2
Indonesia	1	Switzerland	5
Israel	4	Taiwan	1
Italy	1	United Kingdom	2
Japan	9	Pakistan	2
Mexico	7	India	4
Ireland	2	Panama	1
New Zealand	2	Mongolia	1
Peru	1	Bolivia	1
Romania	1	Uruguay	1
Russia	1		



FACULTY SCHOLARSHIP 2010-2011

DANIEL ABEBE

"The Flaws of Foreign Affairs Legalism," 51 *Virginia Journal of International Law* 507 (2011) (with Eric Posner).

DOUGLAS BAIRD

"Bankruptcy from Olympus," 77 *University of Chicago Law Review* 959 (2010).

"Present at the Creation: The SEC and the Origins of the Absolute Priority Rule," 18 *American Banker Law Review* 591 (2010).

OMRI BEN-SHAHAR

Fault in American Contract Law (Cambridge University Press 2010) (edited with Ariel Porat).

"An Information Theory of Willful Breach," in *Fault in American Contract Law* 174, Omri Ben-Shahar and Ariel Porat, eds. (Cambridge University Press 2010).

"Damages For Unlicensed Use," 78 *University of Chicago Law Review* 7 (2011).

"The Failure of Mandated Disclosure," 159 *University of Pennsylvania Law Review* 647 (2011) (with Carl Schneider).

"Fixing Unfair Contracts," 63 *Stanford Law Review* 869 (2011).

"One-Way Contracts: Consumer Protection Without Law," 6 *European Review of Contract Law* 221 (2010).

"Pre-Closing Liability," 77 *University of Chicago Law Review* 977 (2010).

"The Right to Withdraw in Contract Law," 40 *Journal of Legal Studies* 115 (2011) (with Eric Posner).

ANU BRADFORD

"Antitrust Law and Global Market," in *Research Handbook on the Economics of Antitrust Law*, Einer R. Elhauge, ed. (Edward Elgar Publishing Ltd. 2011).

"International Antitrust Cooperation and the Preference for Non-Binding Regimes," in *Cooperation, Comity and Competition Policy*, Andrew Guzman, ed. (Oxford University Press 2011).

"Just Say No to a (Bad) Climate Deal," *The Huffington Post* (December 7, 2010) available at: http://www.huffingtonpost.com/anu-bradford/just-say-no-to-bad-climat_b_793494.html.

"Moving beyond Doha," *The Washington Post*, Davos Diary (February 1, 2011), available at: http://voices.washingtonpost.com/davos-diary/2011/02/moving_beyond_doha.html.

"Universal Exceptionalism in International Law." 52 *Harvard International Law Journal* 3 (2011) (with Eric Posner).

"When the WTO Works, and How It Fails," 51 *Virginia Journal of International Law* (2010).

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SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2010-11

For updates on recent activities and achievements of the clinical programs, see <http://www.law.uchicago.edu/clinics>.

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY

The Civil Rights Clinic: Police Accountability won class certification in a case on remand from the United States Supreme Court class challenging the constitutionality of Illinois' drug forfeiture scheme. In this class action, the Clinic continues its effort to seek an injunction that requires local police and prosecutors to provide car owners with a prompt and meaningful hearing before a neutral judge, when police seize what often is a poor or working family's primary means of transportation. Contrary to fundamental notions of due process, local police and prosecutors take in and stand to profit from millions of dollars of private property each year, but fail to provide people with any opportunity for a hearing until months or years after their cars are taken.

The Clinic also advanced efforts to improve transparency of the Chicago Police Department around charges of police abuse. It launched a major Freedom of Information Act case with journalist Jamie Kalven to stop the CPD from keeping secret the identities of police officers charged with having committed the most abuse in the City. In a civil rights pattern and practice case, the Clinic secured a federal ruling to provide it with access to police disciplinary and supervisory data as a part of a challenge to broken systems within the Department that have allowed certain police officers to abuse the most vulnerable residents in Chicago with impunity. Further, the Clinic organized a meeting with the Chief of the Civil Rights Division of the United States Department of Justice, attended by various civil rights leaders in Chicago, to address those charged civil rights violations.

CORPORATE LAB: TRANSACTIONS CLINIC

The Corporate Lab: Transactions Clinic successfully completed in excess of 75 assignments during the 2010 - 2011 academic year for companies including Accenture, AT&T, Baxter International, JP Morgan Chase, Microsoft, Northern Trust, United Airlines, Verizon Wireless, and various start-up companies in the Booth New Venture Challenge. Also notable, the American Bar Association's Global Anti-Corruption Task Force selected a Lab team's analysis of the Foreign Corrupt Practices Act for publication in its official reports.

The following are representative Lab projects:

- Created model buy- and sell-side agreements based on broad analysis of technology-related contracts, with particular emphasis on terms related to intellectual property;
- Created cloud computing agreements addressing client's IT and IP concerns;

- Prepared legal assessments in connection with products liability, consumer protection, product registration, testing and certification obligations, and product recalls;
- Researched and analyzed the correlation between numerous corporate governance measures and company performance in the public company context in preparation for a shareholder meeting where the adoption of certain governance measures was proposed;
- Drafted letter to be sent to a state Attorney General to advocate that the state's disclosure laws should not apply to the participating company;
- Advised participating company on the adaptation of employment "best practices" based on research and analysis of applicable legal issues;
- Analyzed scope of Executive Order 13496's employment notification requirements for government contracts and subcontracts;
- Developed contract negotiation strategies based on a comparative analysis of gross negligence standards under the laws of certain states;
- Analyzed exceptions applicable to a company's trade secret and financial information based on research of state public information statutes; and
- Advised on optimal legal jurisdictions and forums for a client's form contracts based on research and analysis of the law surrounding select contractual terms, including limitation of liability, indemnification, choice of law, "best efforts" clauses, and set-off.

Structurally, the Corporate Lab was restructured to perform services for additional companies and provide for an improved student experience. The Lab now will be taught in three distinct sections: two transactional based upon industry sectors and one litigation. The two transactional will allow for smaller, more intimate class sessions and more client contact. The addition of a litigation lab, taught by senior litigators, will provide students interested in litigation the opportunity to work in a small-team environment on active high-profile commercial litigation matters for corporate clients.

EXONERATION PROJECT CLINIC

After hours of interrogation and a beating from police that ruptured his eardrum, Eric Caine falsely confessed in 1986 to killing an elderly couple – an act that would lead to a conviction on murder charges and a lifetime prison term. He spent the next 25 years behind bars, and would have been there longer if not for the tenacious work of students in the Exoneration Project Clinic. Clinic students were a driving force behind preparing Caine's recent successful post-conviction relief efforts. On March 16, prosecutors recognized that Caine was wrongfully convicted and asked a judge to order his release from prison. Students became involved in Caine's case several years ago. In 2009, the Exoneration Project Clinic filed an amended petition for post-conviction relief on behalf of Caine declaring that his confession was coerced and introducing new evidence of misconduct by the officers who interrogated Caine. The petition also included new evidence identifying the true perpetrators. Students drafted the amended post-conviction petition, as well as a

70-page response to the state's motion to dismiss, and worked to prepare for an evidentiary hearing. They reviewed transcripts to prepare for the Exoneration Project's meeting with prosecutors to discuss the strength of Caine's case, and painstakingly sifted through old witness depositions and trial testimony to make sure the version of events they would present to prosecutors was unimpeachable. In the spring of this year, attorneys with the Exoneration Project Clinic negotiated Caine's release from prison, and he walked out of the Menard Correctional Center a free man.

FEDERAL CRIMINAL JUSTICE CLINIC

The U.S. Court of Appeals for the Seventh Circuit recently sided with the Federal Criminal Justice Clinic in *United States v. Reyes-Hernandez & Sanchez-Gonzalez*, 624 F.3d 405 (7th Cir. 2010), a case with the potential to dramatically impact the prison sentences given to defendants in illegal reentry cases. Chicago law students convinced the Seventh Circuit that federal judges should have the discretion to grant below-guidelines sentences to illegal reentry defendants to bring sentences in line with those given in federal districts with "fast track" programs, which allow judges to reduce defendants' sentences if they promptly plead guilty and waive certain rights. The Seventh Circuit, which is based in Chicago, has jurisdiction over federal courts in Illinois, Indiana, and Wisconsin--all jurisdictions that lack fast-track programs. In siding with the Federal Criminal Justice Clinic, the Seventh Circuit reversed prior precedent. Previously, the Seventh Circuit had ruled that judges could not consider a district's lack of a fast-track program as a reason to reduce sentences. This latest ruling already has had an impact on at least two people and has the potential to impact many more. Pedro Sanchez-Gonzalez, the FCJC's client in the case, and Jaime Reyes-Hernandez, whose case the court of appeals consolidated with Sanchez-Gonzalez's, have had their sentences vacated and will be given a second chance before sentencing judges. The judges now will be allowed to consider deviating from the guidelines to bring the sentences in line with those given to similarly-situated defendants in fast-track districts. The Seventh Circuit's ruling is in line with decisions reached by the First, Third, and Sixth Circuits. However, the Fifth, Ninth, and Eleventh Circuits have ruled oppositely.

The FCJC currently is participating in the litigation of a more recent Seventh Circuit case which addresses the fast-track issue, *United States v. Ramirez*, 2011 U.S. App. LEXIS 14847 (7th Cir. 2011). The clinic assisted in writing a Petition for Rehearing En Banc and an Amicus Brief in that case.

In addition, during the past year, FCJC students have won a number of significant victories for their clients before federal district court judges. For example, one team of students wrote extensive sentencing motions and argued orally against the United States Attorney's Office request that one FCJC client serve 22-27 years in federal prison, and ultimately helped secure their client a sentence of 10 ½ years. Another team of students convinced a judge to grant a hearing on a motion to suppress evidence, a rare occurrence in federal court.

HOUSING INITIATIVE CLINIC

Faculty and students in the Housing Initiative Clinic spent their Winter Quarter closing on the sale of the home at a new community development on Chicago's west side. The sale completes the first phase of West Humboldt Park Homes, an affordable housing development for first-time homebuyers. West Humboldt Park Homes is product of two organizations, the West Humboldt Park Family and Community Development Council and the First Community Land Trust of Chicago, that teamed to build new construction single family homes developed under the City of Chicago's New Homes for Chicago program. That program provides land and homebuyer incentives to facilitate development of homes for purchase by low-income families. As the homes are completed, the First Community Land Trust of Chicago takes title to the land underlying the homes, and enters into a ground lease with the homebuyer containing very long-term resale restrictions to ensure affordability for future buyers. To make the homes even more affordable, the project leveraged additional subsidies from the Illinois Housing Development Authority, including state donation tax credits that the project used to obtain private donations that underwrote some of the development costs. The Housing Initiative has provided counsel for the project since 2004. In this case, the clinic students drafted the First Community Land Trust bylaws, its 501(c)(3) application, and its form of the ground lease and resale restrictions, and negotiated and closed on all the governmental, real estate, and financing contracts for the acquisition, development, and sale of the homes. The Housing Initiative's work on behalf of the First Community Land Trust continues, as the organization shifts to new development opportunities to benefit the West Humboldt Park neighborhood and its low-income residents.

IMMIGRANT CHILD ADVOCACY PROJECT

In 2008, ICAP clinic student Jajah Wu was assigned as the Child Advocate (best interests guardian ad litem) for Lyn, an unaccompanied teenager from China who was trafficked into the United States. During the four months that Lyn was held in federal juvenile immigration detention in Chicago, Jajah met weekly with Lyn, learned her story and helped her to think through critical decisions. Lyn had survived a harrowing journey to the United States, one that lasted more than three months and spanned a half-dozen countries at the hands of an international network of snakeheads and human traffickers. Yet minutes before a routine appearance in immigration court, Jajah was asked to explain to Lyn that her only choice was to elect voluntary departure (returning to China without penalty) or removal (deportation). Jajah knew Lyn was terrified of being deported. Lyn's family in China was already being threatened to repay the debt of her journey to the United States (roughly \$80,000) and Lyn knew that if she was returned to China, she was likely to be re-trafficked—forced to make the same trip with its risks of isolation, deprivation, and physical and sexual assault. Jajah informed the court that ICAP believed it was not in Lyn's best interests to return to China and successfully petitioned for an extension of time in order to develop a best interests recommendation. In subsequent months, Jajah continued to meet weekly with Lyn, learning more about her life in China and her journey to the United States.

Jajah also served as Lyn's lifeline as she was released from the detention facility but then moved from one foster family to another. Jajah and other ICAP clinic students then prepared best interests briefs, which were submitted in support of Lyn's applications for asylum and a trafficking visa. The ICAP briefs advocated for Lyn's rights under federal law, the Convention of the Rights of the Child, and international human rights law. Throughout this process, Lyn was obligated to tell her story many times over, including at an asylum interview with United States Citizenship & Immigration Services, but always with Jajah at her side. In early 2011, the United States government granted Lyn asylum. She will be able to remain in the United States—safe from the traffickers—for the rest of her life.

INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship issued its updated report, "Regulatory Field: Home of Chicago Laws – Burdensome Laws Strike Out Chicago Entrepreneurs." The report documents government-created barriers in industries that have traditionally provided a better way of life for the economically disenfranchised. Among the Chicago regulatory burdens examined in the report are those dealing with: home-based businesses, food service providers, street vendors, child play centers, retail computing centers and commercial vehicles. The study also looks at state laws that license: barbers, African hairbraiders, nail technicians, landscape designers/contractors, engineers and moving companies. The report is filled with the real-life stories of Chicago entrepreneurs who want to do nothing more than earn an honest living, but find government regulations standing in their way. The report further recommends a series of reforms in the city of Chicago and state of Illinois to ensure that economic liberty—the right to pursue an honest living without arbitrary government interference—will be respected, and to ensure that government policies foster honest enterprise, not layer regulation over stifling regulation. The report, supported by advocacy and lobbying by the IJ Clinic, was instrumental in effecting changes to some of these laws, including the regulation of hairbraiders, play centers, and shared kitchens.

In the same vein, the IJ Clinic launched a major grassroots campaign—My Streets! My Eats! — to advocate for freedom for mobile chefs to prepare food on-the-go and serve their customers wherever they can do so safely. Chicago officials have been ticketing and even arresting vendors simply for serving their customers. The current laws about serving food on the move are needlessly restrictive: mobile food businesses can only serve food that was finished and wrapped up in a kitchen, they cannot sell earlier than 10 a.m., and they cannot stop within 200 feet of restaurants. The campaign is working to dismantle these needless regulations and help make Chicago a place where mobile chefs are free to prepare food on the go, and serve it all over the city.



FUNDS AND ENDOWMENTS

PROFESSORSHIPS

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

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

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

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

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

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

The Frank and Bernice J. Greenberg Professorship in Law was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932.

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

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

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

The Daniel R. Fischel and Sylvia Neil Distinguished Visiting Professorship was established in 2003 by Professor Emeritus Daniel R. Fischel (J.D. 1977) and Sylvia M. Neil to employ, support, and attract established and distinguished faculty to the Law School.

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

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

The Edward H. Levi Distinguished Service Professorship in Law was established during the 1978–79 academic year with a gift from an anonymous member of the University's Board of Trustees. The professorship is named in honor of Edward Hirsch Levi (Ph.B. 1932, J.D. 1935), Glen A. Lloyd Distinguished Service Professor and president emeritus, dean of the Law School from 1950 to 1962, and a member of the Law School faculty from 1936 until his death in 2000.

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

The Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and the Logans' children as a memorial to Seymour Logan, a member of the Class of 1944.

The Bernard D. Meltzer Professorship in Law was established in 2000 honoring the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at the Law School. Professor Meltzer served on the faculty of the Law School for more than 50 years.

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

The Max Pam Professorship in Comparative Law was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the trustees under the will of Mr. Pam.

The Gerald Ratner Distinguished Service Professorship in Law was established in 2006 by Mr. Ratner (Ph.B. 1935, J.D. 1937) to help attract and sustain first-rate law faculty.

The Robert Newton Reid Professorship in Law and Government was established in 2008 by a bequest from the estate of Colonel Robert Newton Reid (Ph.B. 1929, J.D. 1930) to support a member of the faculty who has attained distinction in teaching, research, and scholarship in any discipline related to the objectives of the Law School's program in law and government.

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

The Arnold I. Shure Professorship in Law was established in 1971. The professorship, which focuses on urban law, was made possible by a grant from the Ford Foundation. Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, a member of the Class of 1929.

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

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

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

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

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

SCHOLARSHIP FUNDS

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

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

The Harry C. Bull Scholarship Fund was established in memory of Harry C. Bull (J.D. 1985) and his daughters, Madeline and Alexandra, by their friends and family in 2002.

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

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

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

The Clinton Family Fund and Douglas G. Baird Fund was established in 2004 by The Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

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

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

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by bequest under the will of Eleanor C. Collins.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg (A.B. 1930, J.D. 1932) to provide financial support to deserving students.

The Ernest Greenberger Scholarship Fund was established in 2002 by Stacia Greenberger in memory of her husband, Ernest, a member of the Class of 1947. The fund will ease the financial burden of students attending the Law School.

The George and Mary Gregory Memorial Scholarship Fund was established in 1969 by Chris D. Gregory (A.B. 1927, J.D. 1929) in honor of his parents, to provide scholarships in the Law School.

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

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

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

The E. Houston and Mary L. Harsha Scholarship Fund was established to provide scholarships for academically promising students in the Law School, with preference for those who are dependent in whole or in part upon their own efforts for the means of obtaining an education. E. Houston Harsha received his A.B. in 1938 and his J.D. in 1940.

The George L. and Janet Hecker Scholarship Fund was established in 1997 by George L. Hecker (Ph.B. 1931, J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who received their undergraduate degrees from the College at the University of Chicago.

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

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

The Martin D. and Mary A. Jacobson Scholarship Fund was established by Martin (J.D. 1976) and Mary Jacobson in 2005 to provide scholarship aid to worthy and deserving students at the Law School, with preference for students who have served in the nation's armed forces.

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

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

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

The David and Susan Kreisman Scholarship Fund was established in 2011 by David (A.B. 1960, J.D. 1963) and Susan Kreisman to provide scholarships to students in the Law School.

The Law School Alumni Scholarship Fund provides scholarships to deserving students through funds contributed by alumni.

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

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

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

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

The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook LLP to honor its founding partners, John S. Lord and Cushman B. Bissell. In 1985, it became a permanent source of financial

assistance to law students, providing scholarships to first- and second-year students chosen on the basis of outstanding scholastic accomplishment, leadership, and initiative.

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

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

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

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

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

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

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

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

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

The Robert H. and Ina M. Mohlman Fund was established in 1986 by Mr. Mohlman (A.B. 1939, J.D. 1941) for the benefit of students at the Law School.

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

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

The Tony Patiño Fellowship Fund was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr., in keeping with his philosophy and his intention to help his fellow law students. The fellowship is

"trying to identify leaders, people of character and capability." The title of "Fellow-Elect" and a grant of not less than \$7,500 are awarded annually to law students selected by the fellowship's selection committee. The fellowship award and all renewals are determined by committees independent of the Law School.

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 1944) who was a prominent member of the legal profession and who served for many years as a director and officer of the foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

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

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

The Ruth Wyatt Rosenson Scholarship Fund was established in 1989, in memory of her husband, Harry N. Wyatt (Ph.B. 1918, J.D. 1921), as an endowed scholarship by a bequest from Mrs. Rosenson. Selections are made annually based on scholarship, financial need, moral integrity, and indications of a promising future. Recipients are known as Ruth Wyatt Rosenson Scholars.

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

The David M. Rubenstein Scholars Program was established in 2010 with a gift to the Law School from David M. Rubenstein (J.D. 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based and will be awarded to the Class of 2014, 2015, and 2016.

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

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

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

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

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

The Stonewall Scholarship Fund was created in 1989 and is awarded by the dean of students to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

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

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (J.D. 1969) and Janet M. Unterman. The fund provides scholarship support for students in the Law School.

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

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

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

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

PUBLIC SERVICE FUNDS

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

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

The Edward D. Friedman Fellowship Fund was created by Edward D. Friedman (J.D. 1937) and his family to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

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

The Bernard Heerey Family Foundation Student Fellowship Program provides support to Heerey Fellows who work in the public interest during the summer following their first year of Law School.

The James C. Hormel Fund was established in 2004 by Mr. Hormel, a member of the Class of 1958. The fund supports the Hormel Public Interest Program at the Law School, which provides grants and loan repayments designed to encourage and assist graduates of the Law School who pursue qualifying public-interest work.

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

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

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

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

The Steven and Priscilla Kersten Fellowship Fund was established by Steven Kersten (J.D. 1980) to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.

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

The Norval Morris Public Interest Fellowship was established in honor of the late Norval Morris by his family, colleagues, students and friends in 2004. The fund supports a criminal justice or mental health internship for a Law School student

each summer. Professor Morris was a member of the Law School faculty for forty years, a former dean of the Law School, and founding director of the Center for Studies in Criminal Justice.

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

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

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

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

The Maurice S. and Helen R. Weigle Fund for Public Service was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The fund currently supports students in the Law School's Mandel Legal Aid Clinic and alumni who utilize their skills in the protection of the rights and welfare of children.

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (A.B. 1935, J.D. 1937), whose distinguished legal career included 34 years as a U.S. District Court judge. The fund is used to support the work of students in the Law School's Mandel Legal Aid Clinic in the area of criminal justice; or in such programs that, in the opinion of the dean, would best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.

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

FELLOWSHIP FUNDS

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

LOAN FUNDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FACULTY RESEARCH FUNDS

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

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

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

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

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

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

The James H. Douglas, Jr. Fund for the Study of Law and Government was created in 1988 in memory of Mr. Douglas, a trustee of the University, by his colleagues at the firm of Gardner, Carton & Douglas LLP clients, and other friends. The fund supports scholarship in law and government at the Law School.

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

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

The Maurice and Muriel Fulton Lectureship in Legal History was created in 1985 through a gift made by Mr. Fulton (A.B. 1940, J.D. 1942) and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

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

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

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

The Robert Helman Law and Public Policy Fund was established in 2007 by Robert Helman to support the work or recruitment of a faculty member, or distinguished visitor or jurist, engaged in work at the University of Chicago Law School on a matter of public policy.

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

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

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

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

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

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

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

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

The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

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

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

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

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

The McCormick Companions' Fund was established by Brooks McCormick Jr. to promote the study of animal rights at the University of Chicago Law School.

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

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

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

The Russell J. Parsons Faculty Research Fund was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after 37 years of service.

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

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

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

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

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

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

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

The Arnold and Frieda Shure Research Fund, one of the Law School's first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems, which touch closely the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the fund were expanded to support significant publications, including books and articles, by senior members of the Law School's faculty. Recipients of grants from the fund are given the title "Shure Scholars" and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the fund may be used from time to time to support the acquisition of rare books or rare documents for the D'Angelo Law Library.

The SNR Denton Fund, formerly the Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

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

The Paul J. Tierney Clinical Program Fund was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

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

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

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

DEAN'S DISCRETIONARY AND OTHER FUNDS

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

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

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

The David P. Currie Fund was established in 2010 in memory of Professor David P. Currie. The fund is used at the discretion of the dean for the benefit of the Law School.

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

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

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

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

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

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

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

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

The Elmer M. Heifetz Legacy was established in 2001 by Harriet Heifetz in memory of her husband, Elmer (J.D. 1937), to support special faculty and student conferences and events.

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

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

The Mr. and Mrs. Elliott A. Johnson Fund was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.

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

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

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

The Saul Levmore Fund was established in 2010 in honor of the tenure of Saul Levmore as dean of the Law School. The fund is used to support faculty research, student scholarship, and other Law School initiatives.

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

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

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

The Robert H. O'Brien Fund was established in 1998 by a gift from Robert H. O'Brien (LL.B. 1933) to support the Law School at the dean's discretion.

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

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

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

CLASS FUNDS

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

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

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

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

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

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

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

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

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

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

The Class of 1967 Scholarship Fund was established by members of the Class of 1967 in honor of their 40th reunion to provide scholarships in the Law School.

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

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

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

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

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

The Class of 1997 Scholarship Fund was established by members of the Class of 1997 in honor of their 10th reunion to provide scholarships in the Law School.

LIBRARY FUNDS

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

The Morton John Barnard Fund was established in 2005 by Eleanor S. Barnard in memory of her husband, Mr. Barnard (J.D. 1927) to provide support for the D'Angelo Law Library.

The Elizabeth V. Benyon Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

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

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

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

The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

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

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

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

The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by Eli E. Fink (J.D. 1930). The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Ira Sydney Kolb Memorial Book Fund was established in 1998 by Mrs. Ira S. Kolb in memory of her husband, Ira S. Kolb (A.B. 1930, J.D. 1932).

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

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

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

The Lawrence E. Lewy Memorial Book Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

The John Clower and Emma Bracewell Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell (BLS 1946).

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

The Martha Elizabeth and Maude Voncile Liddell Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Thomas Leon and Minnie Morris Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

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

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

The James Nelson Raymond Memorial Fund was established in 1929 by Anna L. Raymond as a memorial to her husband, James Nelson Raymond.

The Max Rheinstein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The fund supports the Comparative Law Collection of the D'Angelo Law Library.

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

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson's family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and a 1934 graduate of the Law School.

The Samuel Schoenberg Memorial Book Fund was established in 1990 by Irene T. Schoenberg in memory of her husband, Samuel Schoenberg (Ph.B. 1933, J.D. 1935). The proceeds of the fund are used for the acquisition of library materials.

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the fund are used for the acquisition of materials for the D'Angelo Law Library.

The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (A.B. 1935, J.D. 1937) by his brothers Richard and Robert, and by his friend Lillian Cohen. The fund is used at the discretion of the dean of the Law School and the law librarian to purchase materials for, and to preserve the collection of, the D'Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan (A.B. 1948, J.D. 1951) by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

The Sheldon and Elizabeth Tefft Law Library Fund to be used for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. A0 Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Edward and Gilda Weiss Memorial Law Library Book Fund was established in 1987 by a bequest from the estate of Gilda Weiss.

The Edwin P. Wiley Law Library Fund was established in 1969 by Mr. Wiley, a member of the Class of 1952.

The Frederic Woodward Law Library Fund was established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School, and a Vice-President of the University.

HONORS AND PRIZES

The Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to third-year students who have made an exceptional contribution to the quality of life at the Law School.

The Joseph Henry Beale Prize, named in honor of the first dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin (LL.B. 1917) to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments, at the city, state, or federal level.

The Herbert L. Caplan Award Fund was established in 2006 by Herbert L. Caplan (A.B. 1952, J.D. 1957). The Award shall be given to a student who demonstrates excellence or special promise in pursuing service in the public interest. The Award will be given during a student's second year of study.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the dean of the Law School on the basis of recommendations from the editors of *The Journal of Law and Economics*, *The Journal of Legal Studies*, and *The University of Chicago Law Review*.

The Entrepreneur's Advocate Award was established in 1999 for the Institute for Justice Clinic on Entrepreneurship. It is given to the graduating student who has most significantly contributed to the IJ Clinic and exhibited exemplary achievement with inner-city entrepreneurs.

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

The Hinton Moot Court Competition Awards are given to the winners of the Moot Court Competition.

The Karl Llewellyn Memorial Cup, for excellence in brief writing and oral argument in the Law School.

The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School's Moot Court Competition.

The John M. Olin Prize in Law and Economics was established in 1985 through the generosity of the John M. Olin Foundation. This annual award is given to the outstanding graduating law student in Law and Economics in the opinion of the Law and Economics faculty. The recipient will express, through his or her work, a dedication to outstanding scholarship and a broad understanding of the functioning of legal and economic institutions, together with their historic contributions to human liberty and progress.

The Casper Platt Award is awarded each year for the outstanding paper written by a graduating student in the Law School. The award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt (J.D. 1916), who served with distinction for many years as United States District Judge for the Eastern District of Illinois.



LAW SCHOOL CALENDAR 2011–2012

AUTUMN QUARTER

September 12-24: Intensive Trial Practice Workshop
September 19-22: JD Orientation for the Class of 2014
September 19-23: LLM Orientation
September 26: Autumn Quarter Classes Begin
October 24-25: Autumn Break (Law School Open)
November 23-25: Thanksgiving Break (Law School Closed)
December 2: Last Day of Autumn Quarter Classes
December 5-6: Reading Period
December 7-14: Autumn Quarter Exams
December 15-January 2: Winter Break

WINTER QUARTER

January 3: Winter Quarter Classes Begin
January 16: Martin Luther King, Jr. Day (Law School Closed)
March 5: Last Day of Winter Quarter Classes
March 6-7: Reading Period
March 8-14: Winter Quarter Exams
March 15: Spring Break Begins

SPRING QUARTER

March 26: Spring Quarter Classes Begin
May 18: Last Day of 2L/3L Spring Quarter Classes
May 21: Reading Period for 2L/3Ls
May 22-26: Exam Period for 2L/3Ls
May 25: Last Day of 1L Spring Quarter Classes
May 28: Memorial Day (Law School Closed)
May 29: Reading Period for 1Ls
May 30: 1L Elective Exam
June 1-7: 1L Exams - Required Classes
June 9: Convocation and Hooding Ceremony

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





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