

Fall 2012

Law School Announcements 2012-2013

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THE UNIVERSITY OF
CHICAGO



THE LAW SCHOOL
ANNOUNCEMENTS 2012-2013

THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2012



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Mark J. Heyrman, A.B., J.D., Clinical Professor in Law
Sital Kalantry, B.A., M.A., J.D., Clinical Professor of Law (beginning January 2013)
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Alison Siegler, B.A., J.D., LL.M., Associate Clinical Professor of Law
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THE LAW SCHOOL

ANNOUNCEMENTS 2012-13

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 School of Business (both M.B.A. and Ph.D. degrees), the Harris School of Public Policy (M.P.P.), and the Divinity School (M.Div.). In addition, Law School students have or are currently pursuing concurrent Masters' degrees in International Relations and Computer Science. Students pursuing joint or concurrent J.D. and Masters' degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of coursework outside the Law School toward the J.D. degree. The admission and degree requirements for these programs are available from the Law School Admissions Office.

Students pursuing concurrent J.D. and Ph.D. degrees may, with the approval of the Deputy Dean in consultation with the Dean of Students, count up to 25 credits of course work outside the Law School toward the J.D. degree. (This credit would only be awarded for graduate course work undertaken in a Ph.D. program at the University of Chicago, and only for coursework undertaken *after* a student has matriculated at the Law School.) Further, this benefit is limited to students who do complete both degrees. Students who have not earned a Ph.D. by the time they receive their J.D. therefore may apply no more than 12 credits earned outside the Law School towards their J.D. degree. Students who began their studies in a Ph.D. program before matriculating at the Law School are eligible to count up to

25 credits earned outside the Law School toward their J.D. degrees only if they have matriculated at the Law School within three years of beginning their Ph.D. programs.

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

The Law School is flexible in giving students leaves of absence so that they may register full time in other areas of the University, so long as such a leave will not prevent the student from finishing the J.D. within the ABA's 84-month time limit. In particular, J.D. candidates working concurrently on Ph.D. dissertations with a law-related component have found that their studies in the Law School may enable them to complete their dissertations in a shorter time than other Ph.D. students.

THE GRADUATE PROGRAM

The Law School offers four graduate degrees:

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

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 900 applications for the approximately 70 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgment by the Graduate Studies Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

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

The University requires that all applicants who are not U.S. citizens or U.S. Permanent Residents must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within two years of the date of their application. A minimum total score of 104 overall on the new version of the TOEFL is required 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. Applicants whose native language is not English but whose legal education at the university level was conducted entirely in English in one of the following countries: India, Pakistan, the Philippines, Hong Kong, or Singapore, will not need to submit a TOEFL or IELTS score if they submit with their application a statement from an official at their university verifying that English was the only medium of instruction.

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. Economics provides analytical and econometric tools, as well as theoretical frameworks, for studying how legal rules affect the way people behave. The application of economics to the analysis of legal problems has become an important part of a lawyer's education in the United States, and The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy,

commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The 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. Under the auspices of the Institute, The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. In addition, the Institute sponsors several interdisciplinary conferences annually to enhance collaborations between legal scholars and economists on a variety of topics. It also conducts annual international training conferences to broaden the impact of Chicago Law and Economics on legal scholarship and education, and on legal systems worldwide. Professor Omri Ben-Shahar is the director of the 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. Please note, however, that LL.M. students must earn a minimum of 30 credits from the Law School to sit for the New York bar exam. Students who have passed a state bar exam in the United States prior to matriculating in the J.D. program at the Law School may be exempt from certain required classes. Such decisions will be made on a case-by-case basis by the Dean of Students and Deputy Dean depending upon other legal coursework completed at other institutions.

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

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

Students may bid for a maximum of five classes per quarter, but the maximum number of credits in which a student can be registered via the bidding process is 14. Students are strongly urged to drop classes in which they are no longer interested as soon as possible.

Class Attendance

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

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

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

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

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

The First Year

Students in the first year take a prescribed program covering five principal branches of the law—contracts, torts, property, criminal law, and civil procedure. In addition to providing this general foundation of legal knowledge, the program is intended to cultivate legal reasoning skills and to foster an understanding of the development of the law through judicial decisions and statutory interpretation. Instruction in the first year primarily centers on class discussion of judicial decisions (known as the "case method"). In addition to the traditional first-year offerings,

all first year students take a course unique to the Law School called Elements of the Law. Elements considers legal issues and their relationships to other fields of thought such as philosophy, economics, and political theory.

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

The Second and Third Years

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

Students have freedom to tailor their programs to their own interests and needs, although all students are expected to design programs that will provide them a strong foundation in the standard subject areas of the law. Students should also find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value that goes with striving for the competence of the expert. Students are advised against excessive specialization, however, as lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to plan a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth below in the section on Selecting Classes. Students receive additional guidance on course selection at 2L Orientation, which is held in conjunction with orientation for the On-Campus Interview program. Students are encouraged to consult with members of the faculty, the Dean of Students, or the Registrar for additional guidance on their programs.

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

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

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

Course Registration Restrictions

When registering, please note:

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

Similar Classes

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

- Con Law II and Con Law IV
- International Law and Public International Law
- Labor Law and Employment and Labor Law
- Legal Profession and Legal Profession: Ethics
- Trial Advocacy and Intensive Trial Practice Workshop
- 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. The burden to avoid overlapping classes falls on the student.

Petitions

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

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

Registration Restrictions

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

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

THE SECOND YEAR

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

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

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

THE THIRD YEAR

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

1. taking advanced courses or seminars in a field in which students have acquired some foundation in the second year;

2. taking courses that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice; and
3. cultural or perspective studies that help give students a broad and critical appreciation of legal institutions and their development.

GRADUATE PROGRAMS

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

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

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

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

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

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:

- A. nominated for this purpose by the editor-in-chief of the journal; and
- B. approved by the Dean of Students, in consultation with the Faculty Committee on Writing, prior to the authoring student's final term of study at the Law School.

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 2012-13 academic year:

Abrams Environmental Law Clinic
Accounting and Financial Analysis for Debt and Equity Markets and Transaction Structuring
Advanced Legal Research
Advanced Legal Writing
Brief-writing and Appellate Advocacy Seminar
Civil Rights Clinic: Police Accountability
Closing a Deal: Structuring and Documentation of a Secured Loan Transaction
Commercial Real Estate Transactions
Commercial Transactions - Negotiation, Drafting, and Analysis
Complex Litigation
Complex Mental Health Litigation Clinic
Constitutional Decisionmaking
Contract Drafting and Review
Contract Negotiation: Outsourcing
Contracts and Commercial Transactions
Corporate Lab: Transactional Clinic
Criminal and Juvenile Justice Project Clinic
Developing Law Practice Skills through the Study of National Security Issues
Divorce Practice and Procedure
Drafting Contracts: The Problem of Ambiguity
Employment Discrimination Clinic
Entrepreneurship and the Law
Exoneration Project Clinic
Federal Criminal Justice Clinic
Fundamentals of Accounting for Attorneys
Gendered Violence and the Law Clinic
Housing Initiative Clinic
Institute for Justice Clinic on Entrepreneurship
Intensive Trial Practice Workshop
International Arbitration
International Human Rights Clinic
Law and Practice of Zoning, Land Use, and Eminent Domain
Leadership
Legal Elements of Accounting
Litigation Laboratory
Mental Health Advocacy Clinic

Mental Health Litigation Clinic
Negotiation and Mediation
Post Incarceration Reentry Clinic
Poverty and Housing Law Clinic
Pre-Trial Advocacy
Private Equity Transactions: Issues and Documentation
Prosecution and Defense Clinic
Secured Lender Remedies and Workout Transactions
Strategies and Processes of Negotiations
Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
Trial Advocacy
Young Center Immigrant Child Advocacy Clinic

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

CLINICAL PROGRAMS

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

The following clinical offerings are currently scheduled for the 2012-13 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: Transactional Clinic
- Criminal and Juvenile Justice Project Clinic
- Employment Discrimination Clinic
- Exoneration Project Clinic
- Federal Criminal Justice Clinic
- Housing Initiative Clinic
- Institute for Justice Clinic on Entrepreneurship
- International Human Rights Clinic
- Mental Health Advocacy Clinic
- Post Incarceration Reentry Clinic

- Poverty and Housing Law Clinic
- Prosecution and Defense Clinic
- Young Center Immigrant Child Advocacy Clinic

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.
- Students may enroll in two clinics simultaneously with written permission of the relevant clinical supervisors. Students may enroll in more than one clinic during their time 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; International Human Rights Clinic; Mental Health Advocacy Clinic; and the Post Incarceration Reentry Clinic. Student experiences may vary by project.

THE EXONERATION PROJECT CLINIC

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

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.

YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

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

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

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

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, Schwartz lecturers, tenured University of Chicago professors who have permanent offices at the Law School, nor senior lecturers. In some instances, preferences are granted to second- or third-year students.

While many seminars and simulation classes can accommodate all of the registering students, on occasion, certain seminars and simulation classes will be oversubscribed; enrollment into seminars and simulation classes is typically via the bidding process (see Bidding below). As a rule, no more than twenty students will 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 third week of quarter. Multi-quarter seminars count as one seminar. With the exception of Greenberg Seminars, all multi-quarter workshops (e.g., the Law and Economics Workshop, the Legal Scholarship Workshop, etc.) and seminars are considered seminars under this rule.

WAITLISTED/CLOSED CLASSES

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

A student who wishes to drop a limited enrollment class (whether a seminar, a simulation class, or course that was included in the bidding process) must do

so by 9:00 a.m. on the day of the second week of classes specified by the Office of the Registrar (e.g., if Autumn quarter's classes begin on a Monday, then the deadline to drop would be 9:00 a.m. on the Monday of the second week of classes; if Autumn quarter's classes begin on a Thursday, then the deadline to drop would be 9:00 a.m. on the Thursday of the second week of classes).

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

BIDDING

During the initial 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. The maximum number of credits in which a student can be registered via the bidding process is 14. Generally, 2Ls, 3Ls, and LL.Ms are on equal footing—there is no seniority system, since many of these seminars are offered only once or in alternating years. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class. The Office of the Registrar publishes online a list of biddable classes approximately 10 days prior to the start of the bidding process, including the number of available seats for each class. Please see each quarter's registration materials for additional information. For a list of classes subject to the bidding process, please see: <http://www.law.uchicago.edu/bidding>

CLASSES OUTSIDE THE LAW SCHOOL

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

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

6. the class may not have substantial overlap with any class taken at the Law School or any prior institution (a determination made by the Dean of Students and the Registrar); and
7. classes at other law schools or universities may not be substituted.

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

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

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

1. Go to the University of Chicago 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.chicagoboath.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 and the maximum of two non-Law School classes per quarter.

As soon as the Booth registration is completed (typically the Monday of the second week of the quarter), you will receive an email confirmation of your registration status. If you decide not to take the Booth class for which you registered, you must immediately notify Booth and the Law School Registrar 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 was included in the bidding process and oversubscribed at the time of registration;
2. the student has received 50% or more of the final grade;
3. the professor objects to the drop;
4. the student will have less than nine credits for the quarter; or
5. the request fails to meet the aforementioned "extraordinary circumstances" condition.

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

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

GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A

174-179 B

168-173 C

160-167 D

155-159 F

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

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

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

182 and above Highest Honors

180.5 and above High Honors

179 and above Honors

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

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

A grade of 160 or above is required for credit in a course. A student who fails a class will be contacted by the Dean of Students. A student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the Law School will not have maintained satisfactory academic standing. Additionally, students must attain a minimum cumulative GPA of 168 at the conclusion of each academic year to maintain satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuing study in the Law School as well as to graduating from the Law School.

KIRKLAND & ELLIS SCHOLARS

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



COURSES

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

Key to course details:

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

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 2012 - William H. Hubbard

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 2012 - 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 2013 - Anthony J. Casey

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 2013 - William H. Hubbard

Contracts

LAWS 30511 - 01 (3) 1L, a

This course, offered over two sequential quarters, is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached and the various remedies for breach, including damages, specific performance, and restitution. The course is also designed to introduce the student to legal methodology and to compare the common law with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. Winter 2013 - Douglas G. Baird

Contracts

LAWS 30511 - 01 (3) 1L, a

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

Spring 2013 - Edward R. Morrison

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.

Winter 2013 - Omri Ben-Shahar

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.

Spring 2013 - Eric A. Posner

Criminal Law

LAWS 30311 - 01 (3) 1L, a

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies.

Autumn 2012 - Bernard E. Harcourt

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 a single final examination.
Winter 2013 - Richard H. McAdams

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 2012 - Jonathan Masur

Criminal Law

LAWS 30311 - 02 (3) 1L, a

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on class participation and a single final examination.
Winter 2013 - Thomas J. Miles

Elements of the Law

LAWS 30101 - 01 (3) 1L

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student's grade is based on a final examination.
Autumn 2012 - David A. Strauss

Elements of the Law

LAWS 30101 - 02 (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.
Autumn 2012 - Geoffrey R. Stone

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 2012 - Victoria Schwartz

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 2013 - Victoria Schwartz

Legal Research and Writing

LAWS 30711 - 01 (1) 1L, a

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Legal Research and Writing

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Legal Research and Writing

LAWS 30711 - 02 (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 2013 - Vincent S. Buccola

Legal Research and Writing

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Legal Research and Writing

LAWS 30711 - 03 (3) 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 2012 - Gregory W. Reilly

Legal Research and Writing

LAWS 30711 - 03 (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 2013 - Gregory W. Reilly

Legal Research and Writing

LAWS 30711 - 03 (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. Spring 2013 - Gregory W. Reilly

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 2012 - Anya Bernstein

Legal Research and Writing

LAWS 30711 - 04 (1) 1L, a

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Legal Research and Writing

LAWS 30711 - 04 (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. Spring 2013 - Anya Bernstein

Legal Research and Writing

LAWS 30711 - 05 (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 2012 - Alexander Boni-Saenz

Legal Research and Writing

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Legal Research and Writing

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Legal Research and Writing

LAWS 30711 - 06 (2) 1L, a

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Legal Research and Writing

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Legal Research and Writing

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Spring 2013 - Roger A. Ford

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 2013 - Lior Strahilevitz

Property

LAWS 30411 - 01 (3) 1L, a

This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing.
The student's grade is based on a single final examination.
Spring 2013 - Eduardo M. Peñalver

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 2013 - Richard H. Helmholz

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

Spring 2013 - Richard H. Helmholz

Torts

LAWS 30611 - 01 (3) 1L, a

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) 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.

Autumn 2012 - Lee Fennell

Torts

LAWS 30611 - 01 (3) 1L, a

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) 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.

Winter 2013 - Saul Levmore

Torts

LAWS 30611 - 02 (3) 1L, a

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) 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.

Autumn 2012 - Saul Levmore

Torts

LAWS 30611 - 02 (3) 1L, a

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) 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 2013 - M. Todd Henderson

SECOND AND THIRD-YEAR OFFERINGS

Abrams Environmental Law Clinic

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

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

Students need to take a substantive environmental law at some point when they are in the clinic. They are not precluded from taking the class if they have not yet taken environmental law when they enroll in the clinic and are not able to do so their first quarter due to when courses are offered. Nonetheless, students do need to take an environmental law class (any of the main stand-up class, climate change, or international environmental law) at some point when they are in the clinic.

Autumn 2012 - Mark N. Templeton

Abrams Environmental Law Clinic

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

The Abrams Environmental Law clinic attempts to solve some of the most pressing environmental problems throughout Chicago, the State of Illinois, and the Great Lakes region. On behalf of clients, the clinic challenges those who pollute illegally, fights for stricter permits, advocates for changes to regulations and laws, holds environmental agencies accountable, and develops innovative approaches

for improving the environment. Through clinic participation, students learn substantive environmental law and procedures for addressing concerns through the courts or administrative tribunals. Students develop a number of core advocacy competencies, such as counseling clients, spotting issues, conducting factual investigations, performing practical legal research, advocating through written and oral communications, planning cases, managing time, and addressing ethical issues and dilemmas. In addition, students develop an appreciation for the range of strategic and tactical approaches that effective advocates use. Some matters will be best resolved in front of a judge, others in an adversarial hearing, others through face-to-face meetings with government officials, and others by putting public pressure on a polluter or administrative agency. Any given matter may require the use of one or more of these approaches simultaneously or sequentially, although in general, the clinic will deploy adversarial approaches to help achieve its clients' objectives.

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Winter 2013 - Mark N. Templeton

Abrams Environmental Law Clinic

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

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take an environmental law class (any of the main stand-up class, climate change, or international environmental law) at some point when they are in the clinic.

Spring 2013 - Mark N. Templeton

Accounting and Financial Analysis for Debt and Equity Markets and Transaction Structuring

LAWS 79103 - 01 (3) s

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

The teaching approach will be a roughly equal combination of lecture time and demanding case applications of the lecture material that will involve group case assignments that will form the basis for in-class discussion of the cases. The technical knowledge acquired from the lecture material is applied to cases where the main goal is to examine how the reported financial statements would differ if the firm had used different accounting policies. The focus is on modifying the reported financial statements in order to obtain the cleanest possible inputs for use in such applications as equity valuation, transaction structuring and credit analysis.

As this will be the first offering of this course, the precise topics to be discussed have not yet been finalized. They are likely to include the accounting for, and interpretation of: revenue recognition, intercorporate investments, organizational structures (e.g., franchising), debt, and leases. Intensive group hand-in cases will be used to illustrate how the flexibility in financial reporting can reflect both the economics of the firm and the incentives of the managers creating the financial statements.

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

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

Spring 2013 - Philip G. Berger

Administrative Law

LAWS 46101 - 01 (3) x

This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including

the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; public participation in agency rulemaking; and non-traditional approaches to regulation, including negotiation and privatization. A central theme of the course is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance.

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

Autumn 2012 - Nicholas Stephanopoulos

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 class participation and a final examination.

Winter 2013 - Jennifer H. Nou

Admiralty Law

LAWS 71001 - 01 (3)

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

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

Autumn 2012 - 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 2013 - William H. Hubbard

Advanced Contracts: Sales, a Practice Oriented Approach

LAWS 48601 - 01 (2) x, m

This seminar is an advanced contracts offering that focuses on Article 2 of the Uniform Commercial Code. It is designed to give students a bridge from school to practice and will involve a series of problems leading up to a negotiation and drafting simulation to help students integrate what they learn in theory into the sorts of tasks they will face as a transactional lawyer.

Spring 2013 - Lisa Bernstein

Advanced Law and Economics: Theory and Practice

LAWS 55401 - 01 (3) c/l, x

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.

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

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

Spring 2013 - Anup Malani

Advanced Legal Research

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

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

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

To receive credit for this seminar, students must complete research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper (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 2012 - Sheri H. Lewis

Advanced Legal Research

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

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A 20-25 page paper will be required for the 3-credit option for this course, along with 4 research assignments. For the 2-credit option for this course, students will write a 10-15 page paper and complete 2 research assignments. Research assignments will count towards 30% of the final grade; the research paper 60%. Class participation counts for 10%.

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

Winter 2013 - Todd Ito; Margaret Schilt

Advanced Legal Writing

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

This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced

writing skills, students will learn how to use their writing to win arguments, persuade clients and sharpen their own thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers. The course concludes with an eight-hour take-home examination, which determines the student's grade. Students must complete all assignments before the exam. This course satisfies the requirements of the Writing Project writing requirement. Legal Research and Writing is a pre-requisite.
Autumn 2012 - Elizabeth Duquette

Advanced Topics in Corporate Reorganizations

LAWS 73702 - 02 (3) +, w, x, m

This seminar will explore selected topics in corporate reorganizations under Chapter 11 of the Bankruptcy Code. The focus will be on topics that have a significant, practical effect on reorganizations but are difficult to explore fully in a traditional case law approach. Topics will include subject matter jurisdiction, asset sales, post-petition financing, and cross-border insolvency cases (focused on U.S./Canadian cases). The readings consist of judicial opinions, scholarly commentary and motions/briefs/orders from actual bankruptcy cases.

Previous or simultaneous course work in bankruptcy is a prerequisite (not for MBA students).

The student's grade is based upon class participation and a 20-25 page paper. The paper may be used to satisfy the Writing Project (WP) requirement.

Spring 2013 - Christopher S. Sontchi

Advanced Topics in Family Law

LAWS 45002 - 01 (2) x, m

This seminar goes beyond the standard conception of family law as the law of marriage, divorce, and children to explore how conceptions of the family inform and structure various other legal domains, such as employment, health, immigration, property, and public benefits. The approach is interdisciplinary, and possible topics might include: surrogate decisionmaking in the health care and property contexts, family-based immigration, Medicaid and filial support laws, ownership in reproductive materials, caregiving leave in employment, and spousal and child protections in inheritance law. As we explore such domains, we will consider how they, in turn, help structure familial relations and whether, in fact, they might be considered part of family law.

Spring 2013 - Alexander Boni-Saenz

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 research papers totaling at least 25 pages, or a major research paper, both for three credits.

Winter 2013 - Chad J. Doellinger; Uli Widmaier

American Law and the Rhetoric of Race

LAWS 49801 - 01 (3) c/l

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

Undergraduate students must request faculty consent prior to registration.

Grades are based on class participation and a final examination.

Spring 2013 - Dennis J. Hutchinson

American Legal History, 1607-1870

LAWS 97601 - 01 (3) c/l, e, x

This survey course examines major themes and interpretations in the history of American law and legal institutions from the earliest European settlements through the Civil War. Topics include continuity and change between English and American law in the colonial period, the American Revolution and its legal consequences, changing understandings of the U.S. Constitution, the legal status of women and African Americans, federalism, commerce, slavery, and the constitutional and legal consequences of the Civil War and Reconstruction.

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

Spring 2013 - Alison LaCroix

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.

Autumn 2012 - Randal C. Picker

Antitrust Law

LAWS 42801 - 01 (3)

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 three-hour take-home examination.

Spring 2013 - 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 2013 - William M. Landes; Anthony Hirschel

Banking Law

LAWS 80201 - 01 (3)

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

Winter 2013 - Eric A. Posner

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 01 (3) x

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.

There are no prerequisites for this course.

Autumn 2012 - Anthony J. Casey

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 73601 - 01 (3) x

This course surveys 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, and the restructuring of corporations in Chapter 11.

A deeper exploration of current issues in corporate restructuring is available in "Corporate Reorganizations," taught by Mr. Baird.

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

Open to MBA students.

Winter 2013 - Edward R. Morrison

Brief-writing and Appellate Advocacy Seminar

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

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

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

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

Spring 2013 - Michele L. Odorizzi

Business Associations I

LAWS 42303 - 01 (3) +, x

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 2012 - 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 2013 - Joseph Isenbergh

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 2013 - Bruce W. Melton

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 2013 - Anthony J. Casey

Business Perspectives on Workplace Privacy

LAWS 68315 - 01 (2) x, m

This seminar will explore issues of workplace privacy from the practical perspective of an attorney advising a business. Topics will include electronic surveillance, drug testing, genetic testing, psychological testing, polygraphs, social media issues, and employer control of off-duty activities. The class will also look at some comparative law issues in workplace privacy that may face employers. Readings will include court cases, applicable legislation and secondary materials. While familiarizing themselves with the various legal frameworks applicable to workplace privacy, students will also develop skills in offering legal advice in areas that are not yet clear under existing law.

Spring 2013 - Victoria Schwartz

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 affiliates of 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 prevalent 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 and whether those methods are likely to be effective. We will also look at a variety of other issues raised by going private transactions, including why they occur, whether they are likely to be beneficial to shareholders in spite of the existence of conflicts of interest, the consequences to society of these transactions and certain conflict and other issues that can arise in these transactions even if they are neither management or controlling shareholder buyouts. Finally, we will examine the role of the lawyers and financial advisors who are involved in these transactions.

Grades will be based on a paper and class participation.

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

Spring 2013 - Scott Davis

Canonical Ideas in Legal Thought

LAWS 57013 - 01 (2) +, m

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

Students will receive a fall quarter grade based on the reaction papers and class participation. Students will receive a separate grade for the winter and spring quarters based on the quality of their research papers and class participation. Every student must enroll for the entire year; students may not drop the class after the fall quarter.

Students may only enroll with the permission of the instructors.

Students interested in enrolling should email Professors Miles and Strahilevitz a resume and a one-page statement explaining why they would like to enroll in the seminar no later than September 7.

Autumn 2012 - Thomas J. Miles; Lior Strahilevitz

Canonical Ideas in Legal Thought

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Students may only enroll with the permission of the instructors.

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Spring 2013 - Thomas J. Miles; Lior Strahilevitz

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 final examination.

Spring 2013 - Sherod Thaxton

Child Exploitation and Human Trafficking

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

This seminar provides a comprehensive, practical introduction to the history and present-day reality of child sexual exploitation, as well as to the interconnected web of domestic and transnational federal laws and law enforcement efforts launched in response to this global challenge. The seminar will use a text written by the professor and a colleague who have the distinctive perspective of two individuals who have spent their careers in the trenches investigating, prosecuting, and adjudicating these intricate and commonly emotional cases. The seminar will offer open debate about child sexual abuse by stripping it of its unhelpful, constricted definitions, and by candidly discussing the state of the law, the criminal justice process, and the treatment of offenders and victims. The seminar examines today's system of federal anti-exploitation laws; the connection between modern communications technologies, such as the Internet, and the rise in U.S. and foreign child exploitation; the unique challenges posed by transnational investigations; organized crime's increasing domination over the commercial sexual exploitation of children; the current state of the U.S. government's transnational anti-trafficking efforts; the myriad international legal instruments designed to enhance transnational enforcement efforts; how, during investigations and trials, to avoid re-injuring the child-victims; the hallmarks of an effective trial strategy; the most promising investigative and trial avenues for the defense; and, what contemporary research tells us about charging and sentencing-related issues,

including victimization and recidivism rates. Taught by federal district court judge, Hon. Virginia M. Kendall.

Winter 2013 - Virginia M. Kendall

Civil Rights Clinic: Police Accountability

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

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

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

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

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

Autumn 2012 - Craig B. Futterman

Civil Rights Clinic: Police Accountability

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

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Spring 2013 - Craig B. Futterman

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

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

This seminar will cover the structuring, documentation and closing of a secured loan transaction from the perspective of the secured lender. As counsel for the secured lender we will first consider the best structure for the proposed loans and how both the organization and working capital needs of the borrowers and the underwriting and regulatory constraints of the secured lender influence this structure. We will next assess commitment documentation and syndication. The majority of our time will then be spent analyzing transaction documentation, progressing from the organization of the closing checklist to the negotiation of the credit agreement and finally to the perfection of liens. In this seminar we will discuss not only why transactions and documentation are structured the way they are and the meanings of standard credit document provisions, but also the practical implications for any commercial finance associate living through the transaction. Autumn 2012 - Erin Casey

Collective Bargaining in Sports and Entertainment

LAWS 63903 - 01 (2) w, x, m

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

The seminar emphasizes writing. Students are assigned weekly question sets, and are expected to submit a seminar paper based on the cumulation of these exercises. Attendance is required; and unexcused absences may result in a course grade deduction.

Autumn 2012 - Michael H. LeRoy

Commercial Real Estate Transactions

LAWS 44801 - 01 (3) +, s, x

This course will address fundamental legal and business aspects of acquisition and disposition of income producing real property. The materials and class discussion will focus on investment and tax considerations, capital structure, transaction due diligence, typical contract issues and closing matters.

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

Winter 2013 - James B. Rosenbloom

Commercial Transactions - Negotiation, Drafting, and Analysis

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

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

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

Spring 2013 - Seth McNary

Comparative Constitutional Design

LAWS 50102 - 01 (3) r, w, c/l, x, m

Recent constitutional reconstructions in Iraq and Afghanistan have called new attention to the problems of institutional design of political systems. In this seminar we will examine the design and implementation of national constitutions. In particular, we will address the following questions. What are the basic elements of constitutions? How do these elements differ across time, across region, and across regime type? What is the process by which states draft and implement constitutions? What models, theories, and writings have influenced the framers of constitutions?

In this seminar, we will review the historical roots of constitutions and investigate their provisions and formal characteristics. We will also discuss the circumstances surrounding the drafting of several exemplary or noteworthy constitutions, from various regions of the world. We will then examine particular features of institutional design in depth, and analyze the factors that make constitutions effective and enduring.

Autumn 2012 - Thomas Ginsburg

Comparative Legal Institutions

LAWS 50101 - 01 (3) r, 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 LL.Ms, but it is limited for 1L students.

Spring 2013 - 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 2013 - David S. Evans

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 2013 - 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 2012 - Mark J. Heyrman

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Winter 2013 - Mark J. Heyrman

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

Spring 2013 - 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 2013 - William Ridgway

Constitutional Decisionmaking

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

Students enrolled in this seminar work as courts consisting of five Justices each.

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

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

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

Winter 2013 - Geoffrey R. Stone

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.

Autumn 2012 - Justin Driver

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3) x

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

Winter 2013 - Aziz Huq

Constitutional Law II: Freedom of Speech

LAWS 40201 - 01 (3)

A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, 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 2013 - Geoffrey R. Stone

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301 - 01 (3) x

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

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

Autumn 2012 - David A. Strauss

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301 - 01 (3)

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

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

Spring 2013 - Gerald N. Rosenberg

Constitutional Law V: Freedom of Religion

LAWS 40501 - 01 (3) +, w

This course explores religious freedom in America, integrating First Amendment doctrine and broader philosophical antecedents.

It is recommended that students first take Constitutional Law I.

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

Grading will be based on a scholarly paper or a final examination, with class participation taken into account.

Autumn 2012 - Jeremy G. Mallory

Construction Law

LAWS 44032 - 01 (3)

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

Autumn 2012 - Thomas J. Vega-Byrnes

Consumer Law

LAWS 57502 - 01 (3) +

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

Winter 2013 - Omri Ben-Shahar

Contract Drafting and Review

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

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

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

Autumn 2012 - Joan E. Neal

Contract Law for LLM Students

LAWS 48605 - 01 (3) +

This course in contracts is designed for LLM students in lieu of attending a regular 1L course. It will cover both common law and statutory law and focus on both case analysis and application to real world problems.

In lieu of an exam students will turn in short assignments. The class will culminate in the negotiation and drafting of a commercial agreement. The class assumes no knowledge of contract law in the US, but that the student has taken a contracts class in another jurisdiction (a general civil law class meets this requirement). Bring your practice experience with you, we can learn from one another!

Spring 2013 - Lisa Bernstein

Contract Negotiation: Outsourcing

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

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

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

Group work outside of class is required.

Winter 2013 - 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. The course will require substantial out of class work and class participation will count toward the grade. Students will be negotiating and drafting contracts outside of class. This course is highly recommended for those students interested in taking other transactional offerings at the Law School, including (but, of course, not limited to) the Corporate Lab: Transactional Clinic.

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

Copyright

LAWS 45801 - 01 (3) x

Copyright protects works of original expression. This course covers the nature of copyright protection, the scope of copyright rights, and various limitations on those rights. Internet issues are woven through all parts of the course, as are music and video.

Autumn 2012 - Rebecca L. Tushnet

Corporate and Entrepreneurial Finance

LAWS 42603 - 01 (3) x

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

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

Recommended prerequisite: Students should have some understanding of accounting.

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

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

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

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

Spring 2013 - Steven N. Kaplan

Corporate Criminal Prosecutions and Investigations

LAWS 66702 - 01 (2) x, m

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

This is a two-credit class.

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

Winter 2013 - Andrew S. Boutros; William R. Hogan

Corporate Finance

LAWS 42501 - 01 (3) +, x

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 business or finance majors) are ineligible for the course.

A student's grade is based on occasional homework assignments (graded pass-fail) and a proctored final examination.

Autumn 2012 - Edward R. Morrison

Corporate Governance

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

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

the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams.

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

Grades will be based upon: a final take-home exam (2 credits), or a final take-home exam plus a 10-12 page research paper (3 credits), or a full-length paper (3 credits).

In all instances, class participation will also be taken into account.

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

Spring 2013 - Thomas A. Cole

Corporate Governance in China

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

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

This seminar will address the current status of corporate governance in China as contrasted with Western practices, high-profile cases, contributing factors, and recent trends in reform. The seminar will be highly interactive. For example, one unique portion of the course will involve extensive role-playing of a major crisis scenario, in which students will extensively role-play executives, directors, and regulators. Grading will be determined by class participation and by performance across three short papers. The first paper will involve a comparison of Chinese and Western corporate governance methods; the second will focus on a recent case and provide analysis and commentary; and the third will require generation of a hypothetical governance crisis, the best of which will be considered for inclusion in a monograph containing future scenarios to be published in 2013.

Autumn 2012 - Tom J. Manning

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 (including those in the technology, consulting, telecommunications, finance, healthcare, insurance, and emerging-business sectors). The Corporate Lab 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 Autumn quarters) is strongly recommended for all students to take prior to, or concurrent with, taking this class. LL.M. students by instructor permission only.

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

Corporate Lab: Transactional Clinic

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Winter 2013 - David J. Zarfes; Sean Z. Kramer

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Spring 2013 - David J. Zarfes; Sean Z. Kramer

Corporate Management and Decisionmaking

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 2013 - Dennis H. Chookaszian

Corporate Reorganizations

LAWS 73702 - 01 (3) +

This course studies reorganizations under Chapter 11 of the Federal Bankruptcy Code. The focus of the course will be upon the important questions that arise in the restructuring of large corporate enterprises, in particular the process of forming and confirming plans of reorganization.

Bankruptcy (LAWS 73601) is a prerequisite for this course.

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

Open to MBA students.

Spring 2013 - Douglas G. Baird

Counterintelligence and Covert Action - Legal and Policy Issues

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

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

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

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

Autumn 2012 - Stephen J. Cowen

Court Reform in the Juvenile Justice System

LAWS 60103 - 01 (1) a, r, w, x, m

The social scientific literature suggests that adults' experience in court has important effects on their attitudes about legal institutions and their obligation to obey the law. But little attention has been paid to the developmental effects of adolescents' experience in juvenile court, despite the fact that young people's very presence in juvenile court suggests that they are at special risk of developing anti-social attitudes about the law and legal institutions. The aim of this seminar is to study young people's experience in juvenile court, and to propose a set of procedural reforms designed to enhance the opportunities for positive legal socialization afforded in juvenile court proceedings.

The seminar will span the entire year, meeting roughly three times per quarter, to allow time for ongoing research, collaboration, and writing. Seminar participants will read and discuss leading works on juvenile justice reform, discuss relevant issues with experts in the field, observe juvenile justice proceedings, and collaborate in the development of reforms.

Written work will include shorter "response" papers and one longer paper, which can qualify for substantial writing credit.

Participation is limited to 10 students, and year-long participation is required.

Autumn 2012 - Emily Buss

Court Reform in the Juvenile Justice System

LAWS 60103 - 01 (1) +, a, r, w, m

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Winter 2013 - Emily Buss

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Spring 2013 - Emily Buss

Criminal and Juvenile Justice Project Clinic

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

The Juvenile and Criminal Justice Clinic provides legal representation to poor children and young adults accused of delinquency and crime. The Clinic is a national leader in expanding the concept of legal representation to include the social, psychological and educational needs of clients. Students will learn strategy, pre-trial, and trial skills while applying legal theory. Students will examine the juvenile and criminal justice systems relationship to the poor and marginalized through litigation, legislative advocacy, and public education, including the development of policies for crime and violence prevention and system reform. Students will draft motions, briefs, memoranda, and pleadings in state, appellate and federal courts as required. They will interview clients and witnesses; inspect crime scenes; conduct fact investigations; and develop effective pre- and post-trial strategies, including alternatives to incarceration. Licensed students will appear in court, argue contested motions, negotiate with opposing counsel, and generally second-chair trials. Licensed students may also present oral argument before appellate courts. All students will participate in community, professional and bar association activities. Students work in teams to foster collaboration and ensure continuity in representation. The Clinic social worker and social work students are involved in many of the cases and activities. All students are encouraged to work creatively, and across disciplines. Participation includes a weekly hour meeting. Students wishing to enroll are encouraged to take Evidence in their second year. Other recommended courses: Criminal Procedure, Juvenile Justice, and Intensive Trial Practice Workshop or Trial Advocacy. Students may continue in the clinic throughout their 2 and 3L years: academic credit varies and will be awarded according to the Law School's general criteria for clinical courses and by the approval of the clinical staff.

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

Criminal and Juvenile Justice Project Clinic

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Spring 2013 - Herschella G. Conyers; Randolph N. Stone

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3)

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.

Spring 2013 - Richard H. McAdams

Criminal Procedure I: The Investigative Process

LAWS 47201 - 02 (3)

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

Spring 2013 - Richard A. Epstein

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 2013 - Richard Shepro

Developing Law Practice Skills through the Study of National Security Issues

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

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

Students will form teams of 2-4 persons.

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

Students will also write a short research paper.

Prerequisite: Constitutional Law or equivalent.

Spring 2013 - Robert A. Helman

Divorce Practice and Procedure

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

This class provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. The class will familiarize you with the complexities that arise when a family is divided and wife and the parties are dissolving their marriage. Topics are covered in the sequence of an evolving case from the perspective of a practicing lawyer and include: determination of jurisdiction; interstate and international parental kidnapping; domestic violence and property injunctions; temporary and permanent child custody and visitation; temporary and permanent maintenance for spouse and support for children; awards of attorneys fees and costs; exploration of property rights and factors for determining a division; the valuation issues when 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.

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

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

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

Autumn 2012 - Donald Schiller; Erika N. Walsh

Drafting Contracts: The Problem of Ambiguity

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

This seminar is unique. It is a very interesting, very intellectual, and very practical learning experience. The main features are:

1. Students will learn some extremely useful tools for analyzing and drafting contracts. They will acquire them by an inductive process of reviewing many examples of ambiguity from case law, eminent legal scholars, and the lecturer's practice. They will learn to identify and eliminate ambiguity in drafting contracts. These tools are the creation of the lecturer and will give students unique practical skills that no other American law students (except the lecturer's prior students) have.
2. The course materials come from the in-house seminars for the firm's China Practice lawyers that the lecturer conducted for many years as a partner at Baker & McKenzie and that established the profession's best practices for China-related contracts.
3. The historical examples of ambiguity in the seminar are of human, as well as intellectual, interest. They show that ambiguity can lead to the hanging of an individual for piracy or treason, a damages award of more than U.S. \$10 billion, and even a change in the course of World War II.

4. The seminar facilitates student learning. At the beginning of each class, an audience response system (called “clickers”) provides students immediate, comparative, and anonymous feedback on their understanding of the reading assignment. The course also allows each student to see what he or she has learned in the course by comparing his or her analysis of a specific contract for the first class and for the last class. This contract analysis, like the final exam, gives each student the experience of a practicing lawyer reviewing a contract.

Grades will be based on a proctored final exam.

Winter 2013 - Preston M. Torbert

Economic Analysis of the Law

LAWS 73201 - 01 (3) c/l

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 2012 - Anup Malani

Election Law

LAWS 95903 - 01 (3) r

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

A student’s grade will be based on a take-home final examination or a major paper.

Winter 2013 - Nicholas Stephanopoulos

Electronic Commerce Law

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

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

into account some of the radical new transactions and complications? The seminar will begin with an overview of the history and infrastructure of the Internet, setting the groundwork and providing students with a working knowledge of the terminology and technology they will likely encounter working in this legal field. Additional background discussion will involve the concept of regulation of the Internet, global vs. national perspectives on the law of the Internet, and conceptions of sovereignty. Topics will be dictated by the needs of the moment, but will potentially include electronic contracts, digital signatures, the application of traditional UCC doctrines such as the mailbox rule and the statute of frauds to e-commerce, Internet sales of highly regulated goods (such as alcohol, firearms, pharmaceuticals), the domain name system and its relation to trademark law, trade-related issues such as consumer fraud/protection and product disparagement, sales taxation, Internet and business method patents, digital cash/smart cards, digital checks, electronic securities law, Internet gambling, commercial privacy, and e-commerce in gray and black markets. Time permitting, we may also explore the relationship of international law to e-commerce, the effect of e-commerce concepts on commercial litigation, and export control laws involving cryptography.

Enrollment is capped at 20.

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

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

Winter 2013 - Marsha F. Nagorsky

Empirical Law and Economics

LAWS 56502 - 01 (2) m

This seminar evaluates recent empirical work in the field of law and economics. Students will develop skill in critiquing the theory motivating empirical inquiry, the data chosen for analysis, and the statistical methodology employed. Particular attention will be given to methods used to evaluate causal empirical claims in law and economics.

Grades will be based on class participation, weekly short reaction papers (2-3 pages), a short research paper (not exceeding 15 pages) that proposes an empirical project, and in-class presentation of the research paper.

Students will work in groups to write and present their research papers.

Winter 2013 - Edward R. Morrison

Employment Discrimination Clinic

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

Randall D. Schmidt and his students operate the Clinic's Employment Law Clinic. The Clinic focuses primarily on pre-trial litigation and handles a number of individual cases and class actions. In individual cases, the Clinic represents clients in cases before the Illinois Department of Human Rights and the Illinois Human Rights Commission and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. In the class actions, the Clinic represents groups of employees in employment and civil rights actions in federal court. Additionally, in its individual cases and law reform/impact cases, the Clinic seeks to improve the procedures and remedies available to victims of employment

discrimination so that employees have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Clinic is active in the legislative arena and participates with other civil rights groups in efforts to amend and improve state and federal laws.

It is suggested, but not required, that all students in the Employment Law Clinic take the Employment Discrimination Law seminar.

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 Law Clinic 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.

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

Evidence is a prerequisite for 3Ls in the clinic.

Pretrial Advocacy and the Intensive Trial Practice Workshop (or an equivalent trial practice course) are highly recommended for 3Ls in the clinic.

Newly enrolling 3Ls need instructor consent.

Autumn 2012 - Randall D. Schmidt

Employment Discrimination Clinic

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Newly enrolling 3Ls need instructor consent.

Spring 2013 - 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 2013 - 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.

Winter 2013 - Elizabeth W. Kregor; Erika Pflieger

Environmental Law

LAWS 46001 - 01 (3) c/l

This course is an introduction to the laws, policies and theories related to environmental protection in the United States. The course covers the principal federal environmental regimes, including the National Environmental Protection Act, the Clean Air Act, the Clean Water Act, and those associated with toxic substances and waste. Illustrative topics include economic and non-economic perspectives on the use of and impacts on natural resources; the objectives of environmental regulation; the development of information about environmental quality; federalism 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.

Winter 2013 - Mark N. Templeton

Ethical Quandaries in Legal Practice

LAWS 41013 - 02 (3) 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.

Spring 2013 - Joseph Alesia

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 2013 - 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 2013 - Geoffrey R. Stone

Evolving Regulation of Financial Institutions and Markets

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

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

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

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 2013 - James Foorman

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

Exoneration Project Clinic

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Spring 2013 - Tara E. Thompson; Elizabeth Wang; Russell Ainsworth

Family Law

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

This course will examine the state's role in recognizing and regulating personal relationships between adults and between adults and children. Specific topics include marriage, other partnerships, friendship, divorce and other forms of dissolution, reproductive rights, child support and custody, and the allocation of childrearing authority among parents, other caregivers and the state. Throughout the quarter, we will compare various legal and social meanings of family and explore assumptions about the family that underlie existing legal regulation.

A student's grade will be based on a take-home final examination or a major paper.
Spring 2013 - Emily Buss

Federal Counterterrorism Law

LAWS 70704 - 01 (3)

Counterterrorism policy imposes new demands on criminal procedure, constitutional rights, and international law. This course examines how legal frameworks and doctrines have changed to accommodate those demands. The aims of the class are (1) to explore emerging policy questions, (2) to familiarize students with the regulatory structures most often encountered by lawyers on the ground, and (3) to deepen understanding of pivotal constitutional rights.

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.

Spring 2013 - Aziz Huq

Federal Courts from the Judge's Perspective

LAWS 51402 - 01 (2 to 3) +, r, w, x, m

This seminar is designed to be an advanced look at current issues that arise in the federal courts of the United States, with particular emphasis on the courts of appeals. Topics will be chosen with an eye to both the frequency with which they come up and the difficulty of the issues even if they make only rare, but predictable, appearances. The topics may 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.

Either the basic Federal Jurisdiction course (LAWS 41101) or Instructor's permission is a prerequisite for this seminar. Students will have a choice of writing a paper or submitting a take-home examination.

Winter 2013 - Diane P. Wood

Federal Criminal Justice Clinic

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

The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes while giving students a unique opportunity to practice in federal district court and the Seventh Circuit Court of Appeals. The FCJC is the first legal clinic in the country to exclusively represent clients charged with federal felonies. 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 raise the legal issue at the district court level, handle or assist in any 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 prosecutors and probation officers; and participate in investigations. The seminar component includes skills exercises, simulations, lectures, and discussions.

Students enter the FCJC in their 3L year, must spend a full year in the FCJC, and must put a minimum of two credits towards the clinic per quarter (a ten-hour-per-week time commitment). The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year. It is strongly recommended that students interested in joining the FCJC take Professor Siegler's Federal Sentencing seminar during 2L year, and take the Intensive Trial Practice Workshop at the beginning of 3L year.

Autumn 2012 - Alison Siegler; Erica K. Zunkel

Federal Criminal Justice Clinic

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Spring 2013 - Alison Siegler; Erica K. Zunkel

Federal Criminal Law

LAWS 46501 - 01 (3)

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

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

Spring 2013 - Thomas J. Miles

Federal Criminal Practice

LAWS 47502 - 01 (3) x, m

This seminar, taught by two former Assistant United States Attorneys in Chicago and a litigation associate who focuses on white collar criminal defense work, will expand students' knowledge of the scope and application of federal criminal law, and will challenge students to think and act as practicing prosecutors and defense attorneys. The seminar will review five major areas of federal criminal law: (1) the role and scope of the federal criminal system; (2) narcotics and money laundering prosecutions; (3) the use of informants; (4) public corruption and mail fraud; and, (5) racketeering. Students will gain a working knowledge of the relevant case law on these topics, and will also review actual cases prosecuted in federal court in the Northern District of Illinois. This seminar is unique in that it will incorporate a practical component into the last four of these subject areas, including: writing and arguing a motion to suppress and a motion to dismiss, and writing and arguing an opening statement and closing argument. These practical exercises will be based on actual cases brought in federal court, and will give students an opportunity to represent both the government and the defendant.

Because of the practical component, class size will be strictly limited to 12 students. Students will submit for grading two written exercises (a motion to suppress, and a motion to dismiss), and will present or argue one of these assignments as well as either an opening or closing statement. These two written and two oral exercises will provide most of the basis for their grade. The two writings, up to ten pages each, will form the basis for 40 percent of each student's grade. The two practical exercises will form the basis for 40 percent of each student's grade. Lastly, to foster discussion on every topic covered, class participation will comprise 20 percent of each student's grade.

Spring 2013 - Daniel Rubinstein; Shannon T. Murphy; John Lausch

Federal Jurisdiction

LAWS 41101 - 01 (3)

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

Constitutional Law I is strongly recommended.

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

Winter 2013 - Alison LaCroix

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.

Spring 2013 - Adam K. Mortara

Federal Legislative Power

LAWS 66303 - 01 (2) +, 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 monetary powers), and quasi-legislative powers (such as the treaty power). The seminar will focus on how courts have defined these powers and how the powers interact with one another—especially how they interact with the Commerce Clause. We will also evaluate federal statutes each week, to see how they comport with precedent.

Grades will be based on a series of short papers.

Constitutional Law I: Government Structure is a prerequisite.

Winter 2013 - Joshua Z. Rabinovitz

Federal Regulation of Securities

LAWS 42401 - 01 (3) +

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

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

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

Autumn 2012 - Thomas J. Miles

Federal Regulation of Securities

LAWS 42401 - 01 (3) +, 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.

Spring 2013 - M. Todd Henderson

Federal Sentencing: Balancing Judicial and Prosecutorial Discretion

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

The Supreme Court has dramatically changed the federal sentencing landscape in recent years, making federal sentencing the least settled and most dynamic area of federal criminal jurisprudence. This seminar examines the recent federal sentencing revolution in the context of the history of federal sentencing. We study the Federal Sentencing Guidelines and recent Supreme Court cases that struggle to define the Guidelines' proper role in sentencing. A central focus of the seminar is the ongoing struggle to balance judicial discretion and prosecutorial discretion, and the fundamental tension this creates between the executive branch and the judiciary. The seminar also focuses on the debate over sentencing disparities.

Reading materials are varied and include Supreme Court and lower court cases, the United States Sentencing Guidelines, law review articles, Sentencing Commission studies and reports, and Department of Justice internal directives. Various guest speakers will visit class, including a federal district court judge and an Assistant United States Attorney.

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

Students will be graded based on their written submissions and class participation.

Second-year students interested in participating in the Federal Criminal Justice Clinic during their 3L year are encouraged to enroll in this seminar, although it is not a prerequisite or corequisite for the clinic.

Winter 2013 - Alison Siegler

Feminist Philosophy

LAWS 47701 - 01 (3) +, c/l, e, x

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

Undergraduates may enroll only with the permission of the instructor.

Spring 2013 - Martha C. Nussbaum

Food and Drug Law

LAWS 94501 - 01 (3) c/l

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 2013 - Jack R. Bierig

Food Law

LAWS 94503 - 01 (3) r, x, m

This seminar will examine issues relating to food law and food policy. Topic covered will include: food safety, food labeling, food patents, corn policy, regulation of food quality, factory farming, obligations of food retailers, and more.

Students will have to write an SRP paper and make a presentation in class.

Autumn 2012 - Omri Ben-Shahar

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 2012 - Daniel Abebe

French Law Seminar

LAWS 54903 - 01 (2) x, m

This seminar is intended for students who wish to get introductory knowledge of the French civil law system, serve French or international clients and organizations and conduct French or international legal transactions. The typical class session will consist of a presentation of a specific French law topic and related basic principles (including constitutional law, general civil law, corporation law, financial transactions, criminal law) followed by oral and written exercises giving students exposure to French court decisions, French statutes and other tools used by French legal practitioners.

Instruction will be in English.

Students will be evaluated based on class participation and a few written assignments; a final examination may be delivered.

Autumn 2012 - Caroline Paranikas

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 2012 - Philip Bach; Sean M. Young

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 2013 - Neha Lall

Gendered Violence and the Law Clinic

LAWS 63313 - 01 (4) a, s

When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What 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.

Spring 2013 - Neha Lall

Global Inequality

LAWS 92403 - 01 (3) r, w, c/l, x, m

Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around \$47,000 and in Europe it is around \$30,500, while in India it is \$3,400 and in Congo, it is \$329. There are equally unsettling inequalities in longevity, health, and education.

In this class, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education?

In seeking answers to these questions, the class will combine readings on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For, example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country.

Students will be assessed via a substantial research paper and class participation.
Winter 2013 - Martha C. Nussbaum; David A. Weisbach

Greenberg Seminar: 99:1 – Inequality Past and Present

LAWS 95902 - 04 (1) a, x

In this seminar we will read and discuss popular books such as Christopher Hayes, *Twilight of Elites: America after Meritocracy* and Branko Milanović's *The Haves and the Have-Nots: A Brief and Idiosyncratic History of Global Inequality*.

We will meet in the professors' home on five Thursday evenings spread across the Autumn and Winter Quarters. Students who register for this seminar should keep the evenings of October 4, October 25, November 8, January 10, January 24, and February 14 free.

Autumn 2012 - Saul Levmore; Julie Roin

Greenberg Seminar: Can You Have It All?

LAWS 95902 - 03 (1) +, a

The past thirty years have seen a dramatic rise in women's participation in the workforce, a rise paralleled by a dramatic shift in the composition of our law school class. Feminists cheered these developments and the leveling of the playing field. But a recent series of writings by prominent and successful women have sounded some alarms about work-life balance and what it takes to succeed professionally as well as personally. The issue is a large one for men and women, as well as society as a whole. It is also one you all will soon face directly. Perhaps our basic institutional arrangements, such as what the workplace is, how we measure performance, how we pay, and so forth, need to be rethought to accommodate professional women and a new breed of professional men. Or, perhaps, things are fine just the way they are. In this Greenberg, we will read books (fiction and non-fiction) and articles about work-life balance, which we hope will provoke a lively discussion on these issues, which affect not only the choices each of us make but also how our society is structured. We will address questions such as: To what extent are the issues faced by men and women the same? To the extent they are different, why are they different? Should employers accommodate those differences, and, if so, how and why? What policy implications flow from our recent experiences with greater gender equality in the workforce?

In the Greenberg tradition, we will meet at our houses. In the spirit of this particular Greenberg, we warn you in advance of interruptions from children, last minutes changes from one house to the other, and possible (unsolicited?) contributions from our professional (one lawyer; one doctor) spouses. Because we are eager to foster a broad conversation that incorporates a range of views with gender as a focus, we hope to achieve rough gender balance in the seminar.

Students wishing to register should email a short statement of interest to both professors by September 14.

Autumn 2012 - Emily Buss; M. Todd Henderson

Greenberg Seminar: Race and Place in Chicago

LAWS 95902 - 05 (1) a, x

In this Greenberg seminar, we will read a series of books concerning the way in which race has affected, in particular, the urban landscape of Chicago. Its aim is

to enable students to reflect on the rich and complex history and contemporary circumstances of their city.

Autumn 2012 - Daniel Abebe; Aziz Huq

Greenberg Seminar: The Book of Revelation and Literature It Has Inspired

LAWS 95902 - 01 (1) +, a

The Apocalypse of John (also called by other names, such as the Revelation and the Revelation of Jesus Christ), the last book of the New Testament, is itself a splendid work of literature (and the subject of an excellent recent study by Elaine Pagels) and, as important, the inspiration of a fascinating literary, artistic, and even musical (e.g., "Battle Hymn of the Republic") tradition that includes works ranging from *Paradise Lost* to classics of science fiction by such writers as E. M. Forster, H. G. Wells, Kurt Vonnegut, and Margaret Atwood and to popular fiction such as the "Left Behind" series. In the seminar we will read works and selections of works in the tradition inaugurated by the Apocalypse of John for the literary, ethical, religious, and epistemological contributions of these works.

Students wishing to register should email a short statement of interest to both professors, by September 14, including their background in relevant areas and the reasons for their interest in the seminar.

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

Graded Pass/Fail.

Autumn 2012 - Martha C. Nussbaum; Richard A. Posner

Greenberg Seminar: The Life and Times of the Warren Court (1954-1968)

LAWS 95902 - 02 (1) a, x

In this Greenberg Seminar, we will explore the historical significance and jurisprudence of the Warren Court, dealing with such issues as race and sex equality, the right to vote, criminal procedure, religion, and free speech. We will consider not only the Court's opinions, but also history, biography, film, novels and music.

Graded Pass/Fail.

Autumn 2012 - Geoffrey R. Stone; Jane Dailey

Health Care Policy

LAWS 68504 - 01 (3) r, w, c/l, x, m

This seminar will review basic health care economics and policy. We will discuss the regulation of providers (doctors, hospitals, drug companies) and insurance markets (government insurance through Medicaid and Medicare, state and federal regulation of insurance). Much of the seminar will focus on provisions in the new Patient Protection and Affordable Care Act. In the process we will discuss challenges that health care markets face, including physician-induced supply and moral hazard and adverse-selection in insurance markets. We will also discuss efforts to control costs and the impact of rising health care costs on the federal budget.

Students will be assessed via a substantial research paper and class participation.

Autumn 2012 - Anup Malani

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.

Spring 2013 - Anup Malani

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 2013 - Arthur M. Sussman

History of Civil Liberties in the United States

LAWS 70707 - 01 (2 to 3) r, w, x, m

This seminar examines changing understandings of civil liberties in American legal history. It emphasizes legal and ideological contests over the meaning of free speech, religious freedom, and reproductive rights during the nineteenth and twentieth centuries. Readings explore the intersection between legal struggles and broader developments in social, cultural, and political history, with a particular focus on the labor, civil rights, and feminist movements.

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

Students can also elect to write a longer paper that satisfies the SRP requirement for an additional credit.

Autumn 2012 - Laura Weinrib

Housing Initiative Clinic

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

The Housing Initiative is a transactional clinic in which students provide legal representation to community-based housing developers, tenant groups, and other parties involved in affordable housing development. Students serve as deal lawyers, advising clients on structuring issues; negotiating, drafting and reviewing construction loan documents, construction contracts, purchase and sale agreements, partnership agreements, and other contracts; securing zoning and other governmental approvals; assisting clients in resolving compliance issues under the applicable state and federal housing programs; and participating in the preparation of evidentiary and closing documents. Some of our work also involves community organizing and legislative and policy advocacy around affordable housing and public housing issues. In addition to working on specific transactions and projects,

students in the Housing Initiative Clinic meet as a group in a weekly seminar in autumn quarter, and periodically during winter and spring quarters, to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students' work.

Academic credit for the Housing Initiative Clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Autumn 2012 - Jeffrey E. Leslie

Housing Initiative Clinic

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Spring 2013 - Jeffrey E. Leslie

Immigration Law

LAWS 50001 - 01 (2)

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

Winter 2013 - 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 2012 -

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 2013 -

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.

Spring 2013 -

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. A commitment of at least two quarters is required.

Autumn 2012 - Elizabeth W. Kregor; Erika Pfleger

Institute for Justice Clinic on Entrepreneurship

LAWS 67613 - 01 (1) a, s

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Spring 2013 - Elizabeth W. Kregor; Erika Pflieger

Insurance Law

LAWS 43601 - 01 (3)

An exploration of risk spreading through common law and administrative regulation of insurance products. The primary emphasis of the course is liability insurance (including commercial, automobile, professional, and product liability), although the class also tackles other, more exotic forms of insurance (including reinsurance). The goal of the course is to alert students to how insurance institutions in the United States and abroad affect economic behavior, and in particular how they affect litigation and lawyers.

Grades will be based on a final examination.

Autumn 2012 - Omri Ben-Shahar

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 2012 - 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 10. The simulated trial will be on September 22, time TBD. Autumn 2012 - Herschella G. Conyers; Craig B. Futterman; Randolph N. Stone; Erica K. Zunkel

International Arbitration

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

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

The student's grade is based upon the quality of preparation for and oral participation in the seminar, as well as the quality of a required research paper. Spring 2013 - Alan D'Ambrosio

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, and class participation.

Spring 2013 - Zachary Clopton

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. Special attention will be paid to the "Euro problem" and to Chinese financial markets. 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 2013 - Kenneth W. Dam

International Human Rights

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

This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights.

There are no prerequisites.

Grading will be on the basis of a take-home exam at the end of the quarter.

Students who wish to write, in lieu of the exam, a paper sufficient to satisfy the substantial writing requirement, may do so upon approval of the topic in advance.

Undergraduate students by instruction permission only.

Autumn 2012 - Thomas Ginsburg

International Human Rights Clinic

LAWS 67913 - 01 (2) s, x

The International Human Rights Clinic works for the promotion of social and economic justice globally, including in the United States. The Clinic uses international human rights laws and norms as well as other substantive law and strategies to draw attention to human rights violations, develop practical solutions to those problems using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors. The Clinic works closely with non-governmental organizations to design, collaborate, and implement projects, which include litigation in domestic, foreign, and international tribunals

as well as non-litigation projects, such as documenting violations, legislative reform, drafting reports, and training manuals. Students work in teams on specific projects and will develop their international research, legal writing, oral advocacy, communication, interviewing, collaboration, media advocacy, and strategic thinking skills. Additionally, students will critically examine the substance and application of human rights law, as well as discuss and confront the the ethical challenges of working on human rights problems globally, and develop new techniques to address human rights violations, including those involving economic and social rights and women's rights.

Students who enroll in the Clinic in the Winter quarter are required to continue in the Spring quarter. During the Winter quarter instruction will include primarily classroom-based work, including seminar classes, simulation exercises, and background country and situational research in preparation for field-work during Spring break (which may involve international travel) on a selected topic. In the Spring quarter, students will work primarily on drafting, revising, and finalizing the draft report or litigation project, and will work on developing advocacy strategies in connection with their project. Students are encouraged but not required to take a course in International Human Rights Law.

Students will receive two credits each quarter in the International Human Rights Clinic in accordance with the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Winter 2013 - Sital Kalantry

International Human Rights Clinic

LAWS 67913 - 01 (2) s

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Spring 2013 - Sital Kalantry

International Secured Lending

LAWS 71405 - 01 (3) +, x

As a result of the rapid globalization of U.S. business in recent years, many U.S. middle-market companies now require financing for their acquisitions and business operations in other countries, challenging U.S. banks and other financial institutions, and their lawyers, to develop innovative cross-border lending techniques to address these financing needs. This course examines the broad array of secured transactions, corporate, tax, regulatory, insolvency and other legal and practical issues confronted by lenders when they make loans to companies in other countries and in other currencies, obtain security interests in foreign collateral, finance the acquisition of foreign companies, obtain guaranties from foreign affiliates of a borrower, participate in syndicated credit facilities as the agent or a co-lender, and enforce their rights (both within and outside of insolvency proceedings).

The course also examines the impact upon these transactions of the ongoing efforts of the United Nations, the World Bank, and other international organizations to help countries modernize their secured transactions legal regimes as a way of promoting economic growth.

Grades will be based on a take-home exam and class participation.

Prerequisite: Secured Transactions.

Autumn 2012 - Richard M. Kohn

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 politics and economics 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 the environment, public health, intellectual property protection, human rights and development.

Student grades will be based on a final examination and class participation.

Spring 2013 - Daniel Abebe

Introductory Income Taxation

LAWS 44121 - 01 (3) x

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 2012 - Julie Roin

Introductory Income Taxation

LAWS 44121 - 01 (3) x

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 2013 - Joseph Isenbergh

Islamic Law and Finance

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

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

Autumn 2012 - Cynthia Shawamreh

Jurisprudence I: Theories of Law and Adjudication

LAWS 47411 - 01 (3) e

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 2013 - Brian Leiter

Jurisprudence II: Topics in Moral, Political, and Legal Theory

LAWS 47421 - 01 (3) x

This course will examine the philosophical foundations of free speech, with some attention to American constitutional doctrine on the subject, but primarily focused on foundational issues: Why should the law protect freedom of speech? What limits on freedom of speech are justified? What kinds of “harms” can justify such limits? Can or should the state regulate “hate speech”? Pornography? Illiberal speech? Offensive speech? In addition to selected court cases, readings will be drawn primarily from contemporary and historical authors including John Stuart Mill, Herbert Marcuse, Frederick Schauer, Catharine MacKinnon, T.M. Scanlon, Jeremy Waldron, and Geoffrey Stone, among others.

Spring 2013 - Brian Leiter

Labor Law

LAWS 43101 - 01 (3) 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.

Autumn 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.

Winter 2013 - 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 2013 - Julie G. Palmer

Law and Political Thought: Punishment

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

This course will focus on punishment paradigms—past, present, and future.

The United States experienced an exponential increase in its prison population beginning in 1973 and witnessed the collapse of earlier punishment paradigms, such as rehabilitation. At the same time, the early 1970s were marked by severe criticism of the excesses of the criminal justice system and many predictions of the future demise of the prison. This raises a host of questions: What happened in the 1970s that contributed to our present condition of mass incarceration? What is the punishment paradigm that governs the criminal justice system today? And can we envisage a radically different paradigm for the future? This course will explore these questions through readings of the classics of political, social, and legal theory on punishment since the 1970s.

Students will be assessed via a substantial research paper and class participation.

Winter 2013 - Bernard E. Harcourt

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

LAWS 51302 - 01 (3) +, r, w, 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 seminar 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 7.

There is a choice. Students can either write two 5-7 page analytic papers and complete a take-home final or they can write one 5-7 page analytic paper and undertake a substantial research paper.

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

Winter 2013 - 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 2012 - Thomas F. Geselbracht; Theodore Novak; Paul W. Shadle

Law and Religion

LAWS 97522 - 01 (3) +, w, x, m

This seminar will explore religious freedom in the United States in more depth.

In addition to First Amendment doctrine, readings will encompass philosophical antecedents and current controversies including but not limited to mandated birth control coverage, legislative chaplaincies, and aggressive religious speech.

In addition to assigned readings, students will be expected to find and present interesting scholarly articles on current or historical topics relating to the subject matter.

Grading will be based on short reactions to offered readings, presentation of articles, and a concluding paper.

Constitution Law V is a recommended by not required prerequisite.

Spring 2013 - Jeremy G. Mallory

Law and the Mental Health System

LAWS 47001 - 01 (3) r, w

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

facilities; to discrimination against the mentally disabled, and to the rights of the mentally disabled in the criminal justice system.

Grades are based on a final paper or a final take-home exam, and class participation.
Autumn 2012 - Mark J. Heyrman

Law and the Theory of the Firm

LAWS 61603 - 01 (2 to 3) w, 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 class participation and either 1) short research papers, or 2) a series of response papers.

Autumn 2012 - Anthony J. Casey

Leadership

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

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

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

Winter 2013 - David J. Zarfes

Leadership

LAWS 75102 - 01 (2) x, m

How does one become a leader? Are leaders born or are they made? Do all leaders employ the same leadership style? What is the proper relationship between leaders and those they lead? This seminar will answer these questions by helping students to think critically about what makes for successful leadership and self-aware followership. Lessons and examples are drawn from history, literature, philosophy, politics, business, and law. The seminar is broken into two parts. In the first part, we will examine the moral psychology of leadership by reading works from Adam Smith, Benjamin Franklin, William Shakespeare, and Thorstein Veblen, among others. In the second part, we will examine the perils and possibilities for those who are members, but not heads, of a common enterprise. The authors we will discuss include Frederick Winslow Taylor, Hannah Arendt, Karl Marx, George Orwell, and Barbara Ehrenreich.

Spring 2013 - John P. Rollert

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 for nine sessions, four days during week 1 (M-Th Jan 7-10, 2013) and five days during week 3 (M-F Jan 21-25, 2013), 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.

Winter 2013 - John R. Sylla

Legal Interpretation

LAWS 51602 - 01 (3) w, x, m

Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: "plain meaning," its cousin textualism; a search for intent ("original," presumed, or imputed); functional analysis; and so on. The seminar

asks how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation receive approximately equal emphasis. Enrollment is limited to 20 students.

The student's grade is based on a series of short research papers.

Successful completion of this seminar qualifies for the fulfillment of the WP graduation requirement.

Autumn 2012 - Frank H. Easterbrook

Legal Issues in International Transactions

LAWS 42504 - 01 (2) m

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

Grades will be determined through a series of response papers and class participation.

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Winter 2013 - Daniel Abebe

Legal Profession

LAWS 41002 - 02 (3) p, x

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

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

Autumn 2012 - Thomas A. Lidbury

Legal Profession

LAWS 41002 - 03 (3) p, x

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

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

Autumn 2012 - Barry S. Alberts

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 2012 - Adam Hoeflich

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 2013 - Jennifer H. Nou

Life in the Law

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

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

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

Grade will also be based on class participation.

Winter 2013 - Herschella G. Conyers

Litigation Laboratory

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

This simulation class brings lawyers and students together to analyze and develop aspects of the lawyers' ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in 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 2012 - James A. Clark; Catherine M. Masters

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Students will be graded based on active participation and their written materials.
Spring 2013 - James A. Clark; Catherine M. Masters

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 2013 - Julie Roin

Major Corporate Transactions: Legal and Business Issues

LAWS 64403 - 01 (3) x, m

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

Required work includes short writing assignments, in-class presentations, and a take-home examination.

Winter 2013 - Douglas G. Baird

Managing Legal Risk in a Global Economy

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

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

Law students and business students are both encouraged to participate in the seminar. Students will be graded based upon the quality of their preparation for and participation in the course, as well as the quality of a required paper. This seminar will satisfy part of the lesser of the school's two writing requirements, if substantial research and written work is completed.

Spring 2013 - Javier Rubinstein

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.

2-7 credits by agreement with the clinical teacher.

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

Autumn 2012 - Mark J. Heyrman

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Spring 2013 - Mark J. Heyrman

Mental Health Litigation Clinic

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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.

Autumn 2012 - Mark J. Heyrman

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Spring 2013 - Mark J. Heyrman

Mergers and Acquisitions

LAWS 42311 - 01 (3)

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

The course materials will include relevant judicial decisions as well as examples of disclosure documents and merger, stock purchase and asset purchase agreements. Grades will depend on a final exam and class participation.

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

This offering was previously listed as Advanced Corporations: Mergers and Acquisitions.

Winter 2013 - Scott Davis

Negotiation and Mediation

LAWS 98801 - 01 (3) w, 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 2013 - David J. Zarfes

Network Industries

LAWS 73501 - 01 (3)

This course addresses state and federal regulation of price, quality, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, the Internet, and telecommunications, with exposure to problems of the other network industries, such as transportation and consumer electronics.

This course emphasizes the substantive law and regulated industries and pays scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course.

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

Winter 2013 - Randal C. Picker

Non-Profit Organizations

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

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

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

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

Enrollment is limited to 20.

Autumn 2012 - William C. Golden

Obscenity Law and Pop Culture

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

This seminar will examine a culturally relevant issue: the intersection of obscenity laws and pop culture. It will provide an in-depth look at the obscenity laws in the United States, with a particular focus on the laws that prohibit obscene materials of minors. The seminar will explore the "community standards" requirement of

obscenity, as it relates to the definition of obscenity and how it interacts with the law's treatment of a teenager's ability to consent to being featured in obscene material.

Students enrolled will write a seminar paper.

Spring 2013 - Rachael Pontikes

Oil and Gas Law

LAWS 45301 - 01 (3)

The basic law relating to the exploration, production, and development of oil and gas. The following principal topics are covered: ownership interests in natural resources, leasing and field development, the classification and transfer of production interests, and regulation of field operation-pooling, unitization, and environmental controls. Taxation and post-production marketing controls are not covered.

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

Winter 2013 - Richard H. Helmholz

Parent, Child, and the State

LAWS 47101 - 01 (3) r, c/l

This course examines the legal rights of parents and children and the state's authority to define and regulate the parent-child relationship. Among the topics discussed are children's and parent's rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state's response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies.

A student's grade will be based on a take-home final examination or a major paper.

Winter 2013 - Emily Buss

Patent Law

LAWS 78001 - 01 (3)

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

Winter 2013 - Jonathan Masur

Post Incarceration Reentry Clinic

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

The Post Incarceration Reentry Clinic (PIRC) will assist individuals returning to society after detention and imprisonment. Approximately 600,000 people are annually released from state and federal prisons in the United States; in Illinois, about 40,000 prisoners return to their communities each year and a substantial percentage of Illinois prisoners return to a small number of Chicago neighborhoods (several on the Southside) where they encounter restricted housing, employment, and educational opportunities, inadequate social, medical, and mental health services, real obstacles to care and provide for their families, and other policies and

practices that make it difficult to become productive members of the community. Students will be engaged in individual representation, policy reform, and public education. In terms of direct representation, students may interview and counsel clients, prepare and present witnesses at hearings before the Circuit Court of Cook County or the Prisoner Review Board, provide advice and assistance on reviewing criminal records, prepare petitions for expungement and sealing of records, apply for certificates of good conduct and relief from disabilities, provide counsel in parole and probation revocation proceedings, and consider petitions for executive clemency and other post-conviction relief. With regard to policy and public education, we will, *inter alia*, collaborate with other community organizations and providers in advocating for alternatives to incarceration, legislative reform, and the elimination of barriers to employment, housing, public benefits, and education for those with criminal records. PIRC will engage in effective interdisciplinary collaboration with the Clinic social worker and social work students as well as related law school clinics, interested academics, and other university departments and disciplines.

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

Post Incarceration Reentry Clinic

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

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Spring 2013 - Herschella G. Conyers; Randolph N. Stone

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

Enrollment is limited to twelve students.

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

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

Winter 2013 - Lawrence Wood

Poverty and Housing Law Clinic

LAWS 90512 - 01 (4) a, s

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Spring 2013 - Lawrence Wood

Presidential Powers

LAWS 68712 - 01 (3) x

The course will discuss the President's constitutional powers and duties. We'll consider law enforcement, prosecutorial control, independent agencies, the pardon power, signing statements, the duty to defend the constitutionality of federal statutes, the line-item veto, executive privilege, impeachment, suits against the President and other executive officers, authority over foreign affairs and the war powers, including questions related to the war against terrorism (detention, tribunals, targeting).

Autumn 2012 - Saikrishna B. Prakash

Privacy

LAWS 79501 - 01 (3)

This course surveys society's efforts to draw boundaries between the public and private spheres, with a focus on the legal regimes governing the collection, aggregation, and dissemination of private information. The course devotes substantial attention to the privacy-related torts, government surveillance, privacy-related First Amendment issues, and international privacy law. Other substantive topics that may be covered include consumer privacy on the Internet, Megan's Law, associational privacy, the Freedom of Information Act's privacy provisions, and medical privacy. The student's grade is based on a final examination and participation. This course is capped at 84 students.

Spring 2013 - 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 2013 - Mark A. Fennell; Stephen L. Ritchie

Problems in Corporate Law

LAWS 52203 - 01 (1) x

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

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

This mini-course will meet January 7-10.

Winter 2013 - William B. Chandler

Professional Responsibility in the Real World

LAWS 41013 - 01 (3) p, x

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

Spring 2013 - 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 2012 - 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.

Winter 2013 - Eduardo M. Peñalver

Prosecution and Defense Clinic

LAWS 67713 - 01 (3 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. Examples include the U.S. Attorney's Office for the Northern District of Illinois or the Public Defender's office in any northern Illinois county. (Please note that some offices require law students to apply as early as September for externships beginning the following January.) 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 2013 - Lisa M. Noller; Gabriel B. Plotkin

Prosecution and Defense Clinic

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

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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 2013 - Lisa M. Noller; Gabriel B. Plotkin

Public Choice

LAWS 69001 - 01 (3)

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

Grades will be based on a final examination.

Spring 2013 - Saul Levmore

Public Corruption and the Law

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

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

Students taking the class for 3 credits write one short reaction paper (or short research paper if appropriate), and one major paper. Those taking it for 2 credits write several short reaction papers.

Spring 2013 - 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.

Autumn 2012 - Eric A. Posner

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.

Federal Regulation of Securities is a recommended prerequisite.

Spring 2013 - 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 2013 - Sylvia Neil

Remedies

LAWS 41401 - 01 (2)

The way in which the law responds to violations of rights is no less important than the way in which those rights are allocated. The law of remedies determines the law's response to violations of rights, and in so doing, it delineates their boundaries and gives them legal meaning. Hence, the study of the law of remedies is closely related to the study of the substantive law, each field shedding light on the other. This course focuses on remedies in Contracts and Torts, referring to the goals of the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as: restitutionary damages; probabilistic recoveries; the relationship between damages and non-legal

sanctions; evidential damage; and liquidated damages. The course also covers the remedies of specific performance in Contracts and injunction in Torts and compares and contrasts these remedies with monetary ones. Some of the defenses available to both the breaching party and the wrongdoer, such as mitigation of damages and comparative fault, in Torts and Contracts will also be discussed.

This mini-course meets during the first four full weeks of the quarter only (starting October 1 and ending October 25).

A student's grade will be based on a 8 hour-take-home exam.

Autumn 2012 - Ariel Porat

Roman Law

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

The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar.

This class will be assessed via a series of short research papers and a final two-hour in-class exam.

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

Spring 2013 - Richard A. Epstein

Secured Lender Remedies and Workout Transactions

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

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

Spring 2013 - Erin Casey

Secured Transactions

LAWS 42201 - 01 (3) x

This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy and Reorganization: The Federal Bankruptcy Code (LAWS 73601).

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

Autumn 2012 - Douglas G. Baird

State and Local Finance: Selected Topics

LAWS 62202 - 01 (2) x, m

This seminar examines the implications of choosing between the various revenue sources available to states and localities. Students are asked to consider questions of inter-jurisdictional equity, inter-generational equity, and vertical equity in the context of topics such as public school finance, the use of municipal bonds, tax competition, and tax cooperation.

The student's grade is based on a series of reaction papers and class participation.
Winter 2013 - Julie Roin

Strategies and Processes of Negotiations

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

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

Attendance in every class is compulsory. Grades are based on preparation, participation and a final project.

Winter 2013 - Radhika Puri

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions

LAWS 71401 - 01 (3) +, s

This course covers tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) new business start up, (2) growth equity investment in existing business enterprise, (3) leveraged buyout of private or public company (including going-private transaction), (4) use of flow-through tax entity, such as S corporation, partnership, or LLC, for variety of venture capital or private equity financed transactions, (5) devising equity-based executive compensation program, (6) private equity financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise, (7) devising exit scenario for successful venture capital or private equity financed enterprise (such as IPO, SEC rule 144 sale, sale of company, or merger of company into larger enterprise), (8) utilizing NOL of troubled company after venture capital or LBO deal, and (9) forming new venture capital, LBO, or private equity fund.

Substantive subjects include federal income tax, securities regulation, corporate law, partnership law, LLC law, bankruptcy law, fraudulent conveyance law, and

other legal doctrines, as well as accounting rules and practical structuring issues (including use of common and preferred stocks, convertible debentures, convertible preferred stock, warrants, and options), all reviewed in a transactional context, and with discussion of their policy underpinnings and likely future evolution.

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

Spring 2013 - 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 Tax is recommended.

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

Winter 2013 - David A. Weisbach

Taxation of Corporations II

LAWS 75901 - 01 (3)

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

Taxation of Corporations I is a prerequisite, and Introductory Income Taxation is recommended.

Students' grades based on a final proctored examination.

Spring 2013 - David A. Weisbach

Technology Policy

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

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

We typically read 2-5 recent books.

Students write blog posts on the readings which will be posted on the class blog.

Students will also comment on posts by other students.

The blog postings do not fulfill one of the substantial writing requirements.

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

The syllabus for the course is at <http://picker.uchicago.edu/seminar/syllabus.htm>

and the class blog is at http://picker.typepad.com/picker_seminar/.

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

Winter 2013 - Randal C. Picker; Steven J. Horowitz

Telecommunications Law and Regulation

LAWS 64702 - 01 (3) +, x

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 2013 - Joan E. Neal

The Comparative Law of Democracy

LAWS 95904 - 01 (3) +, r, w, x, m

This seminar offers a comparative examination of the major topics in election law, in particular the right to vote, reapportionment and redistricting, minority representation, and campaign finance. Issues the seminar addresses include the following: How and why do countries choose their various election law policies? What conditions are conducive to the reform of election laws? What sorts of normative and empirical judgments can we make about different countries' approaches? What changes would we recommend for the American model of election law?

Students will be assessed via a substantial research paper and class participation.

Winter 2013 - Nicholas Stephanopoulos

The Grand Jury: History, Law, and Practice

LAWS 51603 - 01 (2) x, m

The grand jury is one of the least-understood institutions within the United States criminal justice system. A pre-constitutional institution with medieval English origins, the grand jury system that survives today is unique to the United States. Critics suggest that the grand jury has become an institution that is paradoxically both too powerful and obsolete, and that its independence and role as a safeguard of liberty has been compromised. In contrast, other proposals have sought to expand the grand jury's authority to disclose its secret proceedings for national security purposes and to use grand jury evidence in parallel civil litigation. This seminar will examine critically the historical origin, development, and purposes of the grand jury. With this foundation, we will then devote most of the seminar to studying modern grand jury practice, including the law of secrecy and disclosure, parallel proceedings, the role of immunity and privileges, obstruction and false statement prosecutions, charging instruments, and the regulation of prosecutorial discretion. In doing so, we will consider the perspectives of counsel for witnesses or subjects, government prosecutors, and broader policy interests. Finally, we will consider reform proposals, alternatives to the grand jury, and how the institution may evolve.

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

Winter 2013 - Mark E. Schneider

The Interbellum Constitution

LAWS 90203 - 01 (2 to 3) c/l, x, m

This seminar examines the legal and intellectual history of debates concerning American constitutional law and politics between the Revolution and the Civil War, approximately 1800 to 1860. Topics to be discussed include internal improvements, the market revolution, federal regulation of slavery in the territories, the role of the federal courts, and the development of a national culture.

Grades will be based on class participation and a series of short response papers. Students may also elect to write a longer paper that satisfies the substantial writing requirement for an additional credit.

Spring 2013 - Alison LaCroix

The Law and Economics of Natural Resource Markets

LAWS 92704 - 01 (3) c/l, 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, energy and economics.

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

Spring 2013 - Richard Sandor

The Law and Economics of White Collar Crime

LAWS 69103 - 01 (2 to 3) r, x, m

This seminar will cover topics such as the choice between civil and criminal sanctions for wrongful conduct by financial wrongdoing, the debate about the appropriateness of using the criminal laws against organizations such as corporations as well as survey legal developments in the area.

Students taking the seminar will be given a choice between writing a paper or taking an exam.

Spring 2013 - Daniel R. Fischel

The Law and Policy of Climate Change

LAWS 46013 - 01 (3) e, x

This course will examine legal and policy issues related to climate change. We will examine domestic responses to climate change, international treaties and European responses, issues related to the ethics of mitigation and adaptation, and the problem of deep uncertainty about the likely effects. Coverage will vary from examining the science and economics of climate change to large scale policy issues to legal issues related to existing environmental statutes and treaties.

Students will generally be required to take a 2 hour exam but students who wish to instead write a paper may do so with permission of the instructor.

Spring 2013 - David A. Weisbach

Theories of Financial Regulation

LAWS 94504 - 01 (2 to 3) r, w, m

This seminar will focus on the intersection between law and finance. We will survey the major theories that explain why and how the government should regulate financial markets. Attention will be given to the movement to deregulate financial markets, the financial crisis of 2008, and the Dodd-Frank Act.

The seminar is jointly taught by a law professor and a business school professor with expertise in financial economics.

Law students may opt for two credits (series of short reaction papers) or three credits (major paper).

Winter 2013 - Eric A. Posner; Luigi . Zingales

Topics in Chinese Law

LAWS 80805 - 01 (2) c/l, x, m

This seminar will introduce students to the legal system of the People's Republic of China. After a brief survey of pre-Revolutionary legal thought and legal structure, we will plunge into the present day. Our topics may include the structure of the legal system; the role of the Communist Party and the government branches; administrative law; criminal law; corporate law; intellectual property; labor law;

constitutional law; legal reform; and participation in the international legal system. As we cover these topics, we will also ask how law in practice deviates from law on the books, discuss the polycentric nature of the Chinese legal system, and consider sources of authority that compete with the authority of legal institutions.

Spring 2013 - Anya Bernstein

Trademarks and Unfair Competition

LAWS 45701 - 01 (3) x

Course covering federal and state doctrines governing trademarks, domain names, and geographical indications; state law unfair competition doctrines; trademark dilution; publicity rights; and federal registration of trademarks.

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

Autumn 2012 - 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. Performance in the mock trial will count for 60% of the students' grade.

Winter 2013 - 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 2013 - 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.

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

Winter 2013 - Michael A. Scodro

U.S. Taxation of International Transactions

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.

Winter 2013 - Julie Roin

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 2012 - David A. Strauss; Aziz Huq

Workshop: Constitutional Law

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Spring 2013 - David A. Strauss; Aziz Huq

Workshop: International and Comparative Law

LAWS 63412 - 01 (1) m

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

Assessment for the workshop will be based on four response papers (each 5 double-spaced pages in length) setting out and explaining potential questions raised by the workshop papers.

Please see <http://www.law.uchicago.edu/workshops/internationallaw> for the current schedule.

Spring 2013 - Daniel Abebe; Thomas Ginsburg

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, 2012.

It will meet six times over the course of the academic year.

Autumn 2012 - Frank H. Easterbrook; Lee Epstein; William M. Landes; Richard A. Posner

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

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

Workshop: Law and Economics

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

This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by 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 three credits; one in Autumn, one in Winter, and one in Spring.

Grading is based on the completion of a series of reaction papers as well as a short research paper.

While this workshop is intended to provide groundwork for students' own research in law and economics, it does NOT have an SRP component.

Autumn 2012 - William H. Hubbard

Workshop: Law and Economics

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Spring 2013 - William H. Hubbard

Workshop: Law and Philosophy

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

The Workshop will explore a broad range of topics that arise in ethics, philosophy of action, and philosophy of criminal law related to questions of freedom and responsibility: what is it to act freely? Is responsibility compatible with the causal determination of action? Does the assignment of responsibility in the criminal law make philosophical sense? How does addiction or mental illness affect ascriptions of responsibility in the law, and how should it? Readings will be drawn from philosophy, psychology, and criminal law theory.

Coates and Leiter will meet with enrolled students for two two-hour sessions in October to go over some classic readings on the subject of freedom and responsibility. We will then host six or seven outside speakers addressing these issues. Coates or Leiter will meet with the students a week in advance for one hour (4-5 pm) to go over the readings. Confirmed speakers so far include Pamela Hieryonmi (Philosophy, UCLA), Stephen Morse (Law & Psychiatry, Penn), Hanna Pickard (Philosophy, Oxford), Derk Pereboom (Philosophy, Cornell), and Gary Watson (Law & Philosophy, Southern California).

Attendance at all sessions of the Workshop is a requirement. JD students should contact bleiter@uchicago.edu with a resume and a brief statement of background and/or interest in the topic in order to secure permission to enroll. Philosophy PhD students may enroll without submitting these materials.

Autumn 2012 - Brian Leiter; Daniel J. Coates

Workshop: Law and Philosophy

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

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Spring 2013 - Brian Leiter; Daniel J. Coates

Workshop: Legal Scholarship

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

This workshop may be taken for a full year on only in the fall quarter. It is open to all students, JSDs and LLMs are welcome. Both versions count as 1 seminar.

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

The fall quarter only option is designed for several audiences: (1) students who want to decide if an academic career is for them; (2) students who wish to improve their skills as a public speaker; (3) students who want to improve their skills of critique while reading papers from a wide variety of subject areas; (4) and students who simply enjoy arguing about the law. Each week a young scholar present works-in-progress and students play the role of the faculty in a faculty workshop. The class and the professor then provide feedback and suggestions to the presenter on aspects of both presentation style and the substance of the paper.

The FALL ONLY version is graded on the basis of short reactions papers and class participation. The full year version may fulfill the WP or the SRP. May be taken concurrently with any other class or workshop.

During Winter, the workshop is expected to meet the first four Mondays of the quarter; during Spring, the last four Mondays of the quarter.

Autumn 2012 - Lisa Bernstein

Workshop: Legal Scholarship

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Winter 2013 - Lisa Bernstein

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Spring 2013 - 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 2012 - Bernard E. Harcourt; Alison LaCroix; Nicholas Stephanopoulos; Laura Weinrib

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LAWS 63402 - 01 (0) a, m

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Spring 2013 - Bernard E. Harcourt; Alison LaCroix; Nicholas Stephanopoulos; Laura Weinrib

Writing and Research in the US Legal System

LAWS 79903 - 01 (3) x, m

In this seminar, international LLM students learn research and writing skills essential to the practice of US law. Students learn how to use these skills to win arguments, persuade clients and sharpen their own thinking. We discuss and practice the major principles of legal writing in plain English – no jargon, no legalese. The class functions largely as a workshop where we apply multiple research techniques and analyze the impact of various writing styles.

Students meet individually with the instructor throughout the seminar.

Regular class attendance is mandatory.

Students will meet with the instructor regularly outside of class to discuss writing and research techniques. Students will generate multiple drafts for each writing assignment.

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

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

Winter 2013 - Elizabeth Duquette

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Spring 2013 - Elizabeth Duquette

Young Center Immigrant Child Advocacy Clinic

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

The Young Center Immigrant Child Advocacy Clinic combines international human rights, immigration and children's rights law. Students in the Young Center clinic serve as Child Advocate (similar to a guardian ad litem) for unaccompanied immigrant children detained in Chicago. Unaccompanied immigrant children come to the U.S. from all corners of the world, on their own. They are apprehended—

typically at the U.S./Mexico border, or through an internal enforcement action—then detained and placed in deportation proceedings. Pursuant to federal law, the Young Center is appointed as Child Advocate for the most vulnerable of these children. Students in the Young Center Clinic are assigned to work one-on-one with children at Chicago-area detention facilities. Each student meets weekly with the child and advocates for the best interests of the child with federal officials, immigration judges and asylum officers, under the supervision of Young Center attorneys. In addition to serving as Child Advocate, clinic students have the opportunity to engage in legislative and public policy advocacy regarding human rights protections for immigrant children in removal proceedings. The Young Center Clinic admits both second-year and third-year law students.

Students who enroll in the clinic must:

1. Speak Spanish, Mandarin, Hindi, Gujarati, Punjabi or Arabic (each year the Young Center admits a few students who speak other languages or only English);
2. Participate in a 2-day orientation on Friday, September 28 and Saturday, September 29;
3. Participate in a 2-hour weekly seminar during the Fall Quarter;
4. Participate in bi-weekly brown bag lunch meetings during the Winter and Spring Quarters;
5. Commit to at least 2, but no more than 3, quarters in the clinic.

For more information about the Young Center, visit: www.TheYoungCenter.org or contact Maria Woltjen at mwoltjen@uchicago.edu or 773-702-0349 or Elizabeth Frankel at efrankel@law.uchicago.edu or 773-702-9587.

Autumn 2012 - Elizabeth Frankel; Kristin G. Love; Maria Woltjen

Young Center Immigrant Child Advocacy Clinic

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Young Center Immigrant Child Advocacy Clinic

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

The Young Center Immigrant Child Advocacy Clinic combines international human rights, immigration and children's rights law. Students in the Young Center clinic serve as Child Advocate (similar to a guardian ad litem) for unaccompanied immigrant children detained in Chicago. Unaccompanied immigrant children come to the U.S. from all corners of the world, on their own. They are apprehended—typically at the U.S./Mexico border, or through an internal enforcement action—then detained and placed in deportation proceedings. Pursuant to federal law, the Young Center is appointed as Child Advocate for the most vulnerable of these children. Students in the Young Center Clinic are assigned to work one-on-one with children at Chicago-area detention facilities. Each student meets weekly with the child and advocates for the best interests of the child with federal officials, immigration judges and asylum officers, under the supervision of Young Center attorneys. In addition to serving as Child Advocate, clinic students have the opportunity to engage in legislative and public policy advocacy regarding human rights protections for immigrant children in removal proceedings. The Young Center Clinic admits both second-year and third-year law students.

Students who enroll in the clinic must:

1. Speak Spanish, Mandarin, Hindi, Gujarati, Punjabi or Arabic (each year the Young Center admits a few students who speak other languages or only English);
2. Participate in a 2-day orientation on Friday, September 28 and Saturday, September 29;
3. Participate in a 2-hour weekly seminar during the Fall Quarter;
4. Participate in bi-weekly brown bag lunch meetings during the Winter and Spring Quarters;
5. Commit to at least 2, but no more than 3, quarters in the clinic.

For more information about the Young Center, visit: www.TheYoungCenter.org or contact Maria Woltjen at mwoltjen@uchicago.edu or 773-702-0349 or Elizabeth Frankel at efrankel@law.uchicago.edu or 773-702-9587.

Spring 2013 - Elizabeth Frankel; Kristin G. Love; Maria Woltjen



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 nearly 700,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, current and historical sources of law and commentary, and casebooks and study aids in support of the Law School curriculum. Law students, staff and faculty also have access to the 7 million print volumes of the University of Chicago Libraries.

The Library's online collection contains 540 databases in a variety of disciplines and access to all of the major legal databases, including LexisNexis, Westlaw, Bloomberg Law, Hein Online, BNA, and CCH IntelliConnect, among others. Wireless network availability throughout the building and login access from off campus provide unlimited access to all Library databases. Librarians connect faculty, students, and staff of the Law School with the Library's resources through in-person consultations and the D'Angelo Law Library's Web page, at <http://www.lib.uchicago.edu/e/law/>. D'Angelo staff work closely with patrons to locate

materials throughout the University of Chicago library system, on the internet and around the world. D'Angelo librarians are also legal research instructors, through the Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for their experience in legal practice.



STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

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 students the opportunity to develop skills in brief writing and appellate advocacy. The focus of the preliminary autumn round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of 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. It is comprised of five representatives from each class, two LL.M. representatives and one 2L transfer representative. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees.

LSA supports a variety of student groups, including:

- the American Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;
- the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- Amicus, a group that provides networking and social opportunities for law students' spouses, significant others, and children;
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the 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 Energy Law Society, a group of students interested in educating the community about the entire spectrum of energy law issues and policy;
- the Environmental Law Society, to discuss the legal aspects of environmental issues;
- the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;
- the 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 Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
- the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
- the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state, and local level;
- the Law School Musical, an annual student musical with faculty guest appearances;
- Law School Trivia, an annual student-faculty trivia tournament;
- the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
- Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;
- OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
- the Public Interest Law Society, for students interested in public service issues;
- 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 98 percent of the Class of 2011 found employment within the tracking period: 58.8 percent entered private practice; 10.1 percent obtained judicial clerkships; 7.5 percent entered business; 19.6 percent obtained positions in public service and government; and 4 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. 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 2012, we have had 27 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. Public interest-minded students also benefit from a Public Interest Speakers Panel, a faculty mentoring program, and an online index of public interest curricular offerings. The Office of Career Services is a member institution of PSJD which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also maintains a public interest list-serve for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.

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

The Law School awards public service scholarships for entering students and public interest fellowships to graduating students, which allows them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public interest summer jobs for first-year and second-year students, and administers a generous loan repayment assistance program for graduates engaged in public service. Through the Law School's Pro Bono Program, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The Law School also fosters public service opportunities for students through the activities of the Law School's Mandel Legal Aid Clinic, the Immigrant Child Advocacy Project, the Exoneration Project, the Institute for Justice Clinic on Entrepreneurship, a new Environmental Law Clinic, and experiential learning clinics on housing and poverty law and criminal defense and prosecution.

ACADEMIC CAREERS

To support those students interested in careers in academia, the Law School has curricular offerings designed for students to develop their publications portfolio, and a Law Teaching committee to assist students and graduates through the academic search process. In addition, the Law School hosts an annual conference for alumni preparing to go on the law teaching market.

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 or near 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 first-year Law School students live in the New Graduate Residence Hall (New Grad). Designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It has a capacity for about 125 graduate men and women. Most of the accommodations are single rooms with private baths. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, an email/print kiosk, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a nominal cleaning fee associated with the use of the kitchen.) The room rate for 2011-12 was \$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 \$2,230 per quarter for the 2012-13 year. There is no mandatory meal plan. All rooms are furnished and share common bathrooms. More information is available at ihouse.uchicago.edu.

NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates more than 1,300 apartments in twenty-eight buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from \$632 to \$1,109 monthly; those for unfurnished are from \$627 to \$1,776 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 Arley D. Cathey Dining Commons next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through 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 University Student Health Insurance Plan (U-SHIP). Students may add dependents before the enrollment/waiver deadline. Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the deadline will remain enrolled in the U-SHIP 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>.

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

IMMUNIZATION REQUIREMENTS

By State of Illinois law, generally all new students are required to present proof of immunity from measles, mumps, rubella, and tetanus/diphtheria (three shots required for international students). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. Forms and more information are at healthcare.uchicago.edu/page/vaccinations-required-enrollment. They must be returned by mail or in person. They cannot be returned electronically.

During the fourth week of the first quarter of enrollment, students who are not yet compliant are informed that their subsequent registration will be restricted if they have not completed this requirement by the eighth week of the quarter. Students are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc.

UNIVERSITY POLICIES

The Law School and its students are obliged to abide by the policies set forth by the University. These policies appear in the Student Manual of University Policies, available online at 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
- Campus Violence Prevention Policy and Threat Assessment Team

- Disability Accommodation Protocol
- Graduate Student Parents Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking Services 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 (<http://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 \$71,172 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 (<http://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 (<http://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 (<http://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 (<http://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 (<http://www.needaccess.org/home.aspx>). For questions about Need Access, contact the Access Group at 800-282-1550. Please visit <http://www.law.uchicago.edu/prospective/financialaid> for applicable deadlines.

Interviews. The Admissions Committee may invite applicants to interview, but does not grant requests for interviews.

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

Applicants with Disabilities. Disabled applicants in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773-702-9484 or by emailing admissions@law.uchicago.edu with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School for their second and third years of law school. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the student cohort at the law school attended. Transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for honors at graduation based on their two years of academic work at the Law School. Transfer applicants must apply electronically using the LSAC electronic application. Please visit our website at www.law.uchicago.edu/prospectives/transfer for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.



STUDENT BODY

INFORMATION ABOUT THE STUDENT BODY, 2012-2013

DEGREES CONFERRED BETWEEN SEPTEMBER 1, 2011, AND AUGUST 31, 2012

FOR THE DEGREE OF MASTER OF LAWS

Akhil Arora	Mai Kiguchi
Jonas Walter Jakob Attenhofer	Ananth Lakshman
Gevorg Beknazar-Yuzbashev	Andrés Laymuns Marambio
Irit Brodsky	Benjamin Karli Leisinger
Adrian Cabrero Alcocer	Guilherme Leporace Oliveira L. Soares
Jingjing Cai	Chien-Chih Lin
Christian Chávez Verastegui	Aoife Michelle Mac Ardle
Chengjie Chen	Deborah Lorenzi Marques
Sheng Chen	Andrea Marvan Saltiel
Daniel Correa D'Agostini	Claudia Verena Mayer
Cordelia Audrey Marie Dauphin	Ana Maria Melo Netto
Qing Deng	Koichi Miyamoto
Pedro Echeverría Faz	Mary Paz Isidora Munoz Pizarro
Jonathan Edelson	Nobuhiko Muto
Robert Ennis	Andrea Dominique Ney
Raphael Fleischer	Tomoyuki Oka
Teresita Gema Garcia de la Huerta Vial	Pramudya Azhar Oktavinanda
Agustín Alberto Máximo García Sanz	Brendon Laurence Orr
Carlos Eduardo Gazineu de Azevedo	Andreas Johannes Piepers
Cheng Guo	Asher Asif Qazi
Manuel Hallivis Perez	Sebastian Ramos Olano
Grace Moira Beryl Hansen	Stephanie Rossello
Michael Simon Häuptli	Vyom Divya Shah
Yohsuke Higashi	Marijke Hilda Quirijn Laure Spooeren
Johannes Holzwarth	Christian Staub
Sacha Dario Huber	Hideaki Suda
Doris Hutzler	Takeshige Sugimoto
Uuganbat Jargalsaikhan	Zhao Sun
Mario Alejandro Kempff Gonzalez	Koichi Tojo

Kelvin Tran
Masanori Tsujikawa
Alfonso Ignacio Ugarte Cifuentes
Maysa AbrahãoTavares Verzola
Yuan Xuan

Wen Yang
Le Yi
Yuan Yuan
Feng Zheng
Guillermo Zuniga Martinez

FOR THE DEGREE OF DOCTOR OF LAW

Sarah Jean Arendt
Myla G. Arumugam*
Hillary Guigue August**†‡
Elizabeth Yvonne Austin*†
David Eliezar Avraham*
Joshua Avratin
Jamie Ellen Bagliebter*
Adam Barber*
Patrick James Barry
Alexis Elise Bates
Andreas Sten Baum
Lonnie J. Bean III
Amy J. Beaux
Lily Greer Becker
Aaron Roundy Benson
Ingrid Meredith Bergstrom
Sarah Bermingham*†
David Daniel Bibiyan
William Curtis Biggs Jr
Sylvester James Boumil III
Katherine Virginia Boyle
Kevin Lee Brady**†‡
Mark Briseno
Shai Daniel Bronshtein*
Laurel Mariah Carnes
Michelle Marie Carr
Jeffrey Robert Carroll
Patrick James Castle*
Monica Kristine Castro

Miles Chan*
Sarah Cristina Chandrika
Brent Andrew Chatham
Lisa Patricia Christensen Gee
Blake Austin Clardy
Tal Cohen
Ryan Copeland
Caitlin Elizabeth Courtney*
Joshua Craven
Victor Hugo Cruz
Peter John Davis*†
Samuel Paul Delay
Gilbert Charles Dickey**†‡
Kyle Patrick Dolan
Ryan Dunigan
Benjamin Wheeler Dyer
Justin David Dykstra
Robert Earles
Jessica Andrea Ekhoﬀ
Sheldon Andrew Evans
Valerie Paige Farnum
Bethany M. Fisher
Megan Cauley Fitzpatrick
Benjamin Michael Flowers**†‡
Kate Foreman*
Justine Colette Fox-Young
Yulia Michelle Fradkin
Mark Steven Geiger*
Audrey Anne Gilliam

Brittany Christine Gordon
 Jason Bradley Gott
 Kelly Ryan Graf
 Ari Phillip Grey
 Wesley Michael Griffith
 Andrew William Grindrod**†
 Timothy Wood Grinsell*†
 Isaac Joseph Gruber*†
 Winston Hao Gu*
 Erica Marie Guy
 Melissa Joy Gworek
 Marci Carol Haarburger
 Michael Demuri Haeberle*
 Jiah Ham
 Alex Harms Hartzler
 Brian Joseph Hembd
 Kevin Arthur Hill
 Tamara Lynn Hill
 Eileen Jessica Ho
 James Nicholas Hoey
 Marnie Allison Holz
 Julia Ann Horwitz
 Jeffrey John Huelskamp
 Traci Janelle Irvin
 Katrina Deon Jackson
 Mark Radford Jackson
 Jenni Rebecca James
 Sigrid Ursula Jernudd
 Mingham Ji
 Chad Phillip Jimenez
 Randall Kevin Johnson
 Evan David Jones
 William Robert Kaplan
 Julia Lynn Kasper*
 Aaron Rafael Katz
 Andrew Dalton James Kenny**††
 Christine Kim
 Daniel Kim
 Nam Sook Kim
 Gabriela Kipnis*
 Meredith Schwartz Kirshenbaum*††
 Jelena Kolic
 Matthew Edward Kopko
 James Adam Kraehenbuehl*†
 Claudia Chi Yin Lai
 Caroline Chia-Hsin Lam
 Kurt Henry Lamprecht
 Benjamin David Landry**††
 Ankang Li
 W. Riley Lochridge
 Kristin MacDonald
 James Abelson Macleod**††
 Tom Maksemous
 Matthew Elliot Maltz*
 Laura Katherine Mann
 Edward Thomas Mansell
 Douglas Nelson Marsh*
 Kyle Anthony Martin
 Jeffrey Andrew Mason*††
 Kristen Lynn McKeon
 Ross Philip McSweeney**††
 Madhavi Latha Menon
 Cory Ross Miggins
 Allison Ann Miller
 Marion Norris Grabarek Miller
 Melanie Michelle Mills
 Daniel Michael Monico
 Christopher David Montgomery
 Benjamin David Mooneyham
 Smitha Haikady Nagaraja
 Brett Andrew Nerad*
 Carl M. Newman*
 Richard Dennis Ng
 Abigail Claire Noebels

Cheryl Amanda Nolan
David James Ogles**††
John Charles Keller O'Hara*††
Robert Henderson O'Leary*
Emily Marie Olson*
Alexander Pape Orłowski*
Daniel Ostrovsky
Irene J. Paik
Elin Park
Joshua Matthew Parker**††
Pravin Rajesh Patel
Rishad Aspi Patel
Stephanie Patrice Patterson
Andrea Michelle Patton
Nathanael Dean Paynter
Amanda Gabriela Penabad*
Christopher Donald Penhall
Sean Conrad Chandran Pillai*
Racheal Alexis Plaskon
Kyle Andrew Poelker
Casey Jay Potter
Jeremy Mark Press*
Nicole Marie Puza
Alyssa Elena Ramirez
Mitha Rao
Daniel Howard Render*†
Matthew Ledbetter Riemer
Eve Clare Johnson Rips
Christine Trufant Roark
Erica Morbeck Roberts
Trenton Thomas Roberts
Aimee Wilczynski Rodriguez
C. Zachary Rosenberg
Clarence Andrew Rowland
Matthew Scott Rozen***††
Erik D. Ruda
Thomas Jerome Ryan Jr

João Pedro Santa-Rita
Neal Avishek Sarkar
Benjamin Joseph Sauer
Lorraine Grace Saxton**††
Matthew Philip Schwartz
Stephen Thomas Schweizer*
Andrew Mikel Shapiro
Conor Marcus Shaw*
Linda Xuemeng Shi*
Meredith Gordon Shull
Christopher Neil Skene
Jamie Heather Somoza*
Alia Miriam Sonara
Andrew David Spruiell
Christopher James Stacker*
Megan McCall Stueck
Jean Maria Suh
Teresa Anne Sullivan
Embassie Nicole Susberry
Nicholas William Tarasen**††
Tara Lynn Tavernia*
William Reid Thompson IV*
Lindsay Anne Todnem*
Ryan Truesdale
Kristen Elizabeth Trum*
Helena Georgia Tseregounis*
Brian Ralph Vicari*
Nathan Viehl
Christopher Michael Wall
Matthew Wallace*
Ryan Joseph Walsh**††
Amy Wang
Tammy Shau-Ting Wang
John Brian Wasserman*
Ingram Harrison Weber
Sarah Rachel Weinraub
Steven Ross Selin Weisman

Gabrielle Sarah White
 Jordan E. Wilkow
 Renee Michelle Williams
 Michael Jalil Williamson
 Benjamin Daniel Wilson*
 Molly Lauren Wiltshire
 Scott David Wolf*‡

Kevin Paul Zezima
 Louisa Zhou
 * Honors
 ** High Honors
 *** Highest Honors
 † Order of the Coif
 ‡ Kirkland & Ellis Scholar

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2011-2012

American University	1	China University of Political Science & Law	1
Amherst College	3	Claremont McKenna College	2
Arizona State University	4	Clemson University	1
Barnard College-Columbia University	2	Colby College	1
Baruch College	1	College of the Holy Cross	1
Baylor University	2	College of William and Mary	3
Bentley University	1	Colorado State University	1
Bethel College-Kansas	1	Columbia University-Columbia College	7
Binghamton University	1	Cornell University	9
Bluffton College	1	Creighton University	1
Boston college	2	Dartmouth College	5
Bowdoin College	2	Davidson College	2
Bowling Green State University	1	DePaul University	2
Brandeis University	2	Drake University	1
Brigham Young University	10	Duke University	8
Brown University	11	East China Institute of Politics & Law	4
Bucerius Law School	1	Emory University	7
Buchmann Faculty of Law	1	Escuela Libre de Derecho	1
Butler University	4	Faculdade de Direito Milton Campos	1
California Institute of Technology	1	Florida State University	8
California Polytech State University-San Luis Obispo	1	Galatasaray University	1
California State University - Los Angeles	2	George Mason University	1
Carthage College	1	George Washington University	8
Case Western Reserve University	1	Georgetown University	11

Georgia College & State University	1	Massachusetts Institute of Technology	1
Georgia Institute of Technology	2	Miami University of Ohio	3
Georgia State University	1	Michigan State University	2
Gonzaga University	2	Middleburg College	1
Grinnell College	1	Mount Holyoke College	1
Gujarat National Law University	1	National Academy of Legal Studies & Research	2
Hampton University	1	National and Capodistian University of Athens	1
Harvard University	8	National Taiwan University	1
Haverford College	3	National University of Singapore	1
Hebrew University Of Jerusalem	2	New York University-College of Arts and Sciences	6
Hope College	1	New York University-Gallatin School of Individual Study	2
Howard University	3	Northwestern University	15
Humboldt-Universitat zu Berlin	1	Ohio State University-Columbus	6
Hunter College	1	Oxford University	1
Hunter College	1	Peking University	5
Idaho State University	1	Pennsylvania State University-University Park	3
Illinois Institutie of Technology	2	Pepperdine University	1
Indiana University of Pennsylvania	1	Pomona College	3
Indiana University-Bloomington	7	Pontificia Universidad Catolica De Chile	3
Instituto Tecnologico Autonomo de Mexico	1	Pontificia Universidad Catolica Del Peru	2
Iowa State University	2	Pontificia Universidade Catolica De Sao Paulo	6
James Madison University	1	Princeton University	5
Johns Hopkins University	7	Pune University	1
Kalamazoo College	2	Purdue University - West Lafayette	1
Kansas State University	1	Queen Mary University of London; Humboldt University - Berlin	1
Katholieke Universiteit Leuven	1	Queens College	1
Keio University	1	Reed College	1
Kent State University	1	Rice University	2
Kenyon College	2	Rollins College	1
Knox College	1		
Kyoto University	1		
Lomonosov University	1		
Loyola Marymount University	1		
Loyola University-Chicago	1		
Marquette University	1		
Marywood University	1		

Ruprecht-Karls-Universitat Heidelberg	2	Universite De Paris V	1
Rutgers University School of Arts & Sciences	1	Universite Libre De Bruxelles	1
Saint Louis University	1	Universite Montpellier I	1
Scripps College	1	Universiteit Gent	1
Shahid Beheshti University	1	University College Dublin	1
Southern Methodist University	1	University of Akron	1
Spelman College	1	University of Alabama	1
St. John's College	1	University of Alberta	1
St. Joseph's College	1	University of Amsterdam	1
St. Louis University	1	University of Arizona	1
Stanford University	7	University of Arkansas-Fayetteville	1
Stony Brook University	1	University of British Columbia	1
Suzhou University	1	University of California-Berkeley	22
Swarthmore College	4	University of California-Irvine	2
Tel Aviv University	1	University of California-Los Angeles	14
Temple University	1	University of California-San Diego	3
Texas A&M- College Station	3	University of California-Santa Barbara	1
Texas Tech University	1	University of California-Santa Cruz	1
The Higher School of Economics Law School	2	University of Cambridge	1
Touro College	1	University of Cape Town	1
Truman State University	2	University of Chicago	33
Tsinghua University	1	University of Colorado-Boulder	3
Tuffs University of Arts and Sciences	4	University of Colorado-Colorado Springs	1
Tulane University	4	University of Connecticut-Storrs	1
Universidad Anahuac	1	University of Dayton	1
Universidad Austral	3	University of Denver	2
Universidad Austral de Chile	1	University of Florida	13
Universidad De Chile	2	University of Georgia-Athens	1
Universidad De Lima	1	University of Georgia-Athens	2
Universidad Iberoamericana	1	University of Illinois-Urbana-Champaign	18
Universidad Panamericana	1	University of Iowa	2
Universidade De Sao Paulo	1	University of Kansas	1
Universita Cattolica del Sacro cuore	1	University of Kentucky-Lexington	1
Universitas Indonesia	1		
Universitat Wien	2		

University of Maryland-College Park	4	University of Texas-Dallas	1
University of Miami	6	University of Texas-El Paso	3
University of Michigan-Ann Arbor	11	University Of Tokyo	5
University of Minnesota-Minneapolis	4	University of Toronto	1
University of Missouri-Columbia	5	University of Tulsa	1
University of Nebraska-Lincoln	2	University of Utah	1
University of Nevada-Las Vegas	1	University of Virginia	4
University of New Hampshire	1	University of Washington	7
University of North Carolina-Chapel Hill	4	University of Wisconsin-Green Bay	1
University of Northern Iowa	1	University of Wisconsin-Madison	14
University of Notre Dame	11	University of Wyoming	1
University of Oklahoma	3	Vanderbilt University	2
University of Oregon	2	Vassar College	1
University Of Otago	2	Wabash College	1
University of Pennsylvania	15	Wake Forest University	3
University of Pittsburgh	1	Waseda University	1
University of Portland	1	Washington University	6
University of Puget Sound	1	Wellesley College	2
University Of Queensland	1	Wesleyan University	4
University of Rochester	1	West Bengal National University of Juridical Sciences - Kolkata	1
University of Saint Thomas	3	Wheaton College-Illinois	2
University of Scranton	1	Willamette University	1
University of Southern California	9	William Smith College	1
University Of Sydney	1	Williams College	4
University of Tennessee-Knoxville	2	Xavier University	1
University of Texas-Austin	4	Yale University	6
		Yeshiva University	2
		Yonsei University	1

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2011-2012

I. STATES

Alabama	2	Nebraska	3
Alaska	2	New Hampshire	4
Arizona	9	New Jersey	11
California	93	New York	35
Colorado	13	North Carolina	8
Connecticut	3	Ohio	18
Florida	34	Oklahoma	4
Georgia	12	Oregon	11
Idaho	3	Pennsylvania	18
Illinois	94	Rhode Island	3
Indiana	12	South Carolina	1
Iowa	6	South Dakota	2
Kansas	6	Tennessee	10
Kentucky	3	Texas	31
Louisiana	5	Utah	9
Massachusetts	12	Virginia	16
Maryland	16	Washington	5
Michigan	20	Washington, D.C.	12
Minnesota	15	West Virginia	1
Mississippi	1	Wisconsin	18
Missouri	13	Wyoming	2
Montana	1		

II. COUNTRIES

Argentina	3	Indonesia	1
Australia	2	Iran	1
Austria	2	Ireland	1
Belgium	3	Israel	4
Brazil	8	Italy	2
Canada	8	Jamaica	1
Chile	6	Japan	6
China	14	Luxembourg	1
France	1	Mexico	6
Germany	4	Netherlands	1
Greece	1	New Zealand	1
India	5	Pakistan	1

Peru	3	Taiwan	1
Russia	3	Thailand	1
Singapore	2	Turkey	1
South Africa	1	United Kingdom	1
South Korea	7		



FACULTY SCHOLARSHIP 2011-2012

CLIFFORD ANDO

Imperial Rome: The Critical Century (A.D. 193-284) (Edinburgh University Press 2012).

Law, Language and Empire in the Roman Tradition (University of Pennsylvania Press 2011).

"Afterword," in *Greek and Roman Animal Sacrifice: Ancient Victims, Modern Observers*, C.A. Faraone and Fred Naiden, eds. (Cambridge University Press 2012).

"Empire, state and communicative action," in *Politische Kommunikation und öffentliche Meinung in der antiken Welt*, Christine Kuhn, ed. (Franz Steiner 2012).

"Praesentia numinis. Part 2: Objects in Roman cult," *Asdiwal* 6 (2011).

Review of Julien Fournier, *Entre tutelle romaine et autonomie civique. L'administration judiciaire dans les provinces hellénophones de l'Empire romain (129 av. J.-C. - 235 apr. J.-C.)*, *Bryn Mawr Classical Review* (September 8, 2011).

Review of Erich Gruen, *Rethinking the Other in Antiquity* (Princeton University Press 2010) and Erich Gruen, ed., *Cultural Identity in the Ancient Mediterranean* (Getty Research Institute 2011), *Times Literary Supplement* 10 (January 13, 2012).

"Scripture, authority and exegesis, Augustine to Chalcedon," in *Dans le laboratoire de l'historien des religions, Mélanges offerts à Philippe Borgeaud*, F. Prescendi and Y. Volokhine, eds. (Labor et Fides 2011) (with D. Barbu and P. Matthey).

DOUGLAS G. BAIRD

"Blue Collar Constitutional Law," 86 *American Bankruptcy Law Journal* 3 (2012).

"Dodd-Frank for Bankruptcy Lawyers," 19 *American Bankruptcy Institute Law Review* 287 (2011).

"Lessons from the Automobile Reorganizations," 4 *Journal of Legal Analysis* 271 (2012).

GARY S. BECKER

"On the Economics of Climate Policy," 10 *B.E. Journal of Economic Analysis & Policy* 2854 (2011) (with Kevin Murphy and Robert Topel).

OMRI BEN-SHAHAR

"Efficient Enforcement in International Law," 12 *Chicago Journal of International Law* 375 (2012) (with Anu Bradford).

EMILY BUSS

"The Gap in Law between Developmental Expectations and Educational Obligations," 79 *University of Chicago Law Review* 59 (2012).

"Law and Child Development in the UK and the US," 6 *Journal Of Children's Services* 236 (2011) (with Mavis Maclean).

MARY ANNE CASE

"After Gender The Destruction of Man? The Vatican's Nightmare Vision of the 'Gender Agenda' for Law," 31 *Pace Law Review* 802 (2012).

"Enforcing Bargains in an Ongoing Marriage," 35 *Washington University Journal of Law & Policy* 225 (Winter 2011).

"Feminist Fundamentalism and the Constitutionlization of Marriage," in *Feminist Constitutionalism: Global Perspectives* 48, Beverley Baines, Daphne Barak-Erez, and Tsvi Kahana, eds. (Cambridge University Press 2012).

"The Peculiar Stake U.S. Protestants Have in the Question of State Recognition of Same-Sex Marriages," in *After Secular Law*, Winnifred Fallers Sullivan, Robert A. Yelle, and Mateo Taussig-Rubbo, eds. (Stanford University Press 2011).

ANTHONY CASEY

"The Creditors' Bargain and Option-Preservation Priority in Chapter 11," 78 *University of Chicago Law Review* 759 (2012).

"Mind Control: Firms and the Production of Ideas," 35 *Seattle University Law Review* 1061 (2012).

DIPESH CHAKRABARTY

"Australian Lessons," in *India and Australia: Bridging Different Worlds* 8, Brian Stoddart and Auriol Weigold, eds. (Readworthy 2011).

"Belatedness as Possibility: Subaltern Histories, Once More," in *The Indian Postcolonial: A Critical Reader* 163, Elleke Boehmer and Rosinka Chaudhuri, eds. (Routledge 2011).

"The Birth of Academic Historical Writing in India," in 4 *Oxford History of Historical Writing 1900-1950*, 520, Stuart Macintyre et al, eds. (Oxford University Press 2011).

"Can Political Economy be Postcolonial?" in *Postcolonial Economies*, Jane Pollard, Cheryl McEwan, Alex Hughes, eds. (Zed Books 2011).

"From Civilization to Globalization: The West as a Signifier in Indian Modernity," 13 *Inter-Asian Cultural Studies* 138 (March 2012). French translation published in *La Revue des Livres*, Paris (January 31, 2012).

"The Muddle of Modernity," 116 *American Historical Review* 663 (June 2011).

"Postcolonial Studies and the Challenge of Climate Change," 43 *New Literary History* 1 (Winter 2012).

"Veraendert der Klimawandel die Geschichtschreibung? ("Does Global Climate Change Change History?)" 41 *Transit* (2011).

RONALD COASE

How China Became Capitalist (Palgrave Macmillan 2012) (with Ning Wang).

"How China Made Its Great Leap Forward," *Wall Street Journal* A15 (April 7, 2012) (with Ning Wang).

JANE DAILEY

"The Sexual Politics of Race in WWII America," in *Fog of War: the Second World War and the Civil Rights Movement*, Kevin Kruse and Stephen Tuck, eds. (Oxford University Press 2012).

KENNETH W. DAM

"The Subprime Crisis and Financial Regulation: International Comparative Perspective," 10 *Chicago Journal of International Law* 581 (2010).

FRANK H. EASTERBROOK

"Showcase Panel IV: A Federal Sunset Law, The Federalist Society 2011 National Lawyers Convention," 16 *Texas Review of Law & Politics* 339 (2012) (with William N. Eskridge, Jr., Philip K. Howard, Thomas W. Merrill, and Jeffrey S. Sutton).

RICHARD A. EPSTEIN

Cases and Materials on Torts, 10th edition (Wolters Kluwer 2012) (with Catherine M. Sharkey).

Design for Liberty: Private Property, Public Administration, and the Rule of Law (Harvard University Press 2011).

Why Progressive Institutions Are Unsustainable, Encounter Broadside No. 26 (2011).

"Are We Lifting All Boats or Only Some?: Equity versus Excellence and the Talented Tenth," *Education Next* 47 (Summer 2011) (with Daniel Pianko, Jon Schnur, and Joshua Wyner).

"Beware of Prods and Pleas: A Defense of the Conventional Views on Tort and Administrative Law in the Context of Global Warming," 121 *Yale Law Journal Online* 317 (2011), <http://yalelawjournal.org/2011/12/06/epstein.html>.

"Branded Versus Generic Competition? A Kind Word for the Branded Drugs," 3 *Hastings Science & Technology Law Journal* 459 (2011).

"The Breakdown of the Social Democratic State: Taking a Fresh Look at Waldron's Dignity, Rights, and Responsibilities," 43 *Arizona State Law Journal* 1169 (2011).

"The Bundle-of-Rights Theory as a Bulwark against Statist Conceptions of Property," 8 *Econ Journal Watch* 223 (2011), <http://econjwatch.org/articles/bundle-of-rights-theory-as-a-bulwark-against-statist-conceptions-of-private-property>.

"California Ill-Served by Development Agencies," *San Francisco Chronicle* (January 20, 2012).

"Common Law Liability for Fire: A Conceptual, Historical, and Economic Analysis in Wildfire Policy," in *Law and Economic Perspectives*, K. Bradshaw & D. Lueck eds. (RFF Press 2012).

"A Confused Opinion," *New York Times* 25 (June 28, 2012).

"The Constitutional Paradox of the Durbin Amendment: How Monopolies are Offered Constitutional Protection Denied to Competitive Firms," 63 *Florida Law Review* 1307 (2011) (Dunwody Distinguished Lecture in Law).

"The Constitutional Protection of Trade Secrets and Patents under the Biologics Price Competition and Innovation Act of 2009," 66 *Food & Drug Law Journal* 285 (2011).

"Constitutional Ratemaking and the Affordable Care Act: A New Source of Vulnerability," 38 *American Journal of Law & Medicine* 243 (2012) (with Paula M. Stannard).

"The Constitutionality of the Patient Protection and Affordable Care Act," 12 *Engage* 4 (2011) (debate with Jesse Choper).

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SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2011-12

For updates on recent activities and achievements of the clinical programs, see <http://www.law.uchicago.edu/clinics> and <http://www.law.uchicago.edu/clinics/advocateblog>.

ABRAMS ENVIRONMENTAL LAW CLINIC

Started in January 2012 with the generous support of Jim and Wendy Abrams, the Abrams Environmental Law clinic attempts to solve some of the most pressing environmental problems throughout Chicago, the State of Illinois, and the Great Lakes region. On behalf of clients, the clinic challenges those who pollute illegally, fights for stricter permits, protects public access to natural resources, advocates for changes to regulations and laws, holds environmental agencies accountable, and develops innovative approaches for improving the environment. Through clinic participation, students learn substantive environmental law and procedures for addressing concerns through the courts or administrative tribunals. Students develop a number of core advocacy competencies, such as counseling clients, spotting issues, conducting factual investigations, performing practical legal research, advocating through written and oral communications, planning cases, managing time, and addressing ethical issues and dilemmas. In addition, students develop an appreciation for the range of strategic and tactical approaches that effective advocates use. Some matters are best resolved in front of a judge, others in an adversarial hearing, others through face-to-face meetings with government officials, and others by putting public pressure on a polluter or administrative agency. Any given matter may require the use of one or more of these approaches simultaneously or sequentially, although in general, the clinic deploys adversarial approaches to help achieve its clients' objectives.

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY

The Civil Rights and Police Accountability Clinic won preliminary approval of a consent decree resolving a class action case on remand from the United States Supreme Court challenging the constitutionality of Illinois' drug forfeiture scheme. The Clinic reformed a decades-long government practice of denying people the opportunity for a hearing for a year or more after police seize their cars for possible forfeiture. While police and prosecutors reaped millions of dollars from private property seizures, low-income women were deprived of access to their primary means of transportation to work, school, food, and medical care.

After six years of intense litigation before the Federal District Court, Seventh Circuit Court of Appeals, and United States Supreme Court, the Clinic won the right to prompt post-seizure hearings within 14 days before a judge in which property owners may seek the return of their cars. The Clinic also established procedures that

enable owners to retrieve their cars upon a showing of hardship. The federal judge who supervised settlement negotiations conferred the highest praise on our Clinic students: "The kind of conduct and responsibility displayed by the lawyers in this case make one proud to be in the legal profession."

The Clinic also advanced efforts to improve transparency of the Chicago Police Department around charges of police abuse. Third year students Traci Irvin and Jordan Wilkow won summary judgment in an Illinois Freedom of Information case to prevent the City from hiding police officers charged with having committed the most abuse in Chicago from the public. The Clinic continues to fight for the public's right to see how the City and Police Department address police misconduct complaints. The case is presently on appeal.

While researching and drafting our summary judgment briefs in the Freedom of Information case, Clinic students discovered that Kilroy Watkins, a pro se prisoner, had appealed a Cook County Judge's denial of his Freedom of Information request for official misconduct complaints against a couple of notorious Chicago police detectives whom he accused of torturing him to confess to a crime that he did not commit. His appeal raised similar legal issues to those raised in our case. Elizabeth Wang, Clinic alum and co-director of the Exoneration Project Clinic, agreed to assist Mr. Watkins in filing a reply brief before the Court of Appeals, drawing on the research and writing of Traci, Jordan, and recent clinic alums Rachel Beattie, Lindsay Calkins, Peter Orlowicz, and Kathleen Rubenstein. Together they won a tremendous victory for government transparency, when the Court of Appeals held that records related to complaints of police misconduct are public and must be produced pursuant to FOIA. Unfortunately, a week later, the Court of Appeals vacated its decision after finding that Mr. Watkins while pro se filed a late notice of appeal, depriving the Court of jurisdiction. Thanks to the outstanding advocacy of Ms. Wang, the Illinois Supreme Court vacated the Court of Appeals' jurisdictional ruling and ordered the Court of Appeals to address the prisoner's appeal on the merits.

The Clinic also made significant strides in challenging systemic supervisory and disciplinary practices in Chicago. In the Clinic's civil rights prosecution of a group of Chicago police Special Operations officers who perpetrated a pattern of criminal abuse targeting Latinos for false arrests, illegal searches, and robbery, a team of students won access to Department-wide disciplinary data. Our Clinic students showed the power of mathematics in civil rights cases to illuminate how the Police Department's broken disciplinary systems led an elite group of officers to believe that they could abuse Chicago's most vulnerable residents with impunity. Dr. Steven Whitman, the former chief epidemiologist for the City of Chicago, analyzed that data and found that Chicago police officers are rarely disciplined when they are charged with false arrests, illegal searches, theft, robbery, and extortion. The probability that an officer would be disciplined for those charges was one in a thousand. Joseph Stine, a retired Philadelphia police commander, tied those numbers to problematic police practices. Mr. Stine wrote that despite a history of scandals involving groups of officers who worked together and who accumulated

extraordinary numbers of misconduct complaints, the Chicago Police Department failed to examine patterns of complaints against groups of officers.

Buttressing this work, graduating student Kelly Graf took an excellent deposition of a sitting judge, a former high level prosecutor who uncovered the pattern of criminal misconduct by the elite team of Chicago police officers. Ethan Frenchman, with the assistance of Kelly and Sam Boyd, took the lead in preparing summary judgment motion and briefs in this case.

The litigation is ongoing, but the students' successes bring them one step closer towards vindicating their clients' rights. The case is expected to go to trial in the coming academic year.

Finally, showing that Clinic students and attorneys do far more than litigate, second year students, Chaclyn Hunt and Jessica Michaels, designed and led workshops at Hyde Park High School, Kenwood, Urban Prep, and University of Chicago Laboratory Schools crafted to improve relations between students and police officers. Chaclyn and Jessica are also working with photojournalist Aaron Cahan and writer Jamie Kalven to document and record student voices around issues of race, class, and police accountability.

CORPORATE LAB: TRANSACTIONS CLINIC

The Corporate Lab: Transactional Clinic successfully completed in excess of 80 projects during the 2011–12 academic year in collaboration with companies including Accenture, Allstate, Baxter Healthcare, IBM, Integrys Energy Group, JPMorgan Chase, Lincoln Center, Microsoft, Neiman Marcus, Northern Trust, Schreiber Foods, Sony Electronics, Verizon Communications, and various start-up companies as part of the Booth New Venture Challenge. The addition of Lincoln Center, one of the world's premiere arts centers, marked the Corporate Lab's expansion to include highly sophisticated and renowned non-profit organizations among its clients. The Lab continues to be successful due in large part to the interesting projects and high-quality work that draw students and leading organizations to work together. Indeed, this past March, *Corporate Counsel* magazine profiled the Lab, describing it as "an innovative way to help students gain experience in the business of law."

Notably, during the 2011–12 academic year, the American Bar Association's Global Anti-Corruption Task Force published the Corporate Lab's Special Report on complying with the Foreign Corrupt Practices Act, and the International Bar Association, the Organisation for Economic Co-operation and Development, and the United Nations Office on Drugs and Crime began to use the Special Report as part of their anti-corruption educational tools. As a continuation of this endeavor, the Lab hosted this past spring a conference that brought together the most influential leaders in the anti-corruption field, including representatives from the Department of Justice, senior in-house corporate and compliance counsel, and outside counsel, to discuss aspects of the FCPA that practitioners have struggled to understand and implement.

In addition, the Corporate Lab completed the following projects, which comprise a representative sampling of the many projects undertaken by the Lab over the past academic year:

- Annotating and drafting model bylaws for a company's subsidiaries, and reviewing, analyzing, and revising a company's end-user license agreement and terms of service;
- Creating a primer on legal issues facing the retail industry to assist a company in expanding its consumer operations;
- Drafting a practical legal memorandum—intended for use by a company's business personnel—discussing the “fair use” exception in copyright law; and
- Conducting market research and analysis regarding venture capital initiatives at companies within particular industries.

Beyond these cutting-edge projects, the Corporate Lab has continued to host its very successful Speaker Series. The Speaker Series has given Lab students an opportunity to hear from leading practitioners (from both law firms and in-house legal departments) on substantive areas of law (e.g., the fundamentals of a specific type of transaction) and those real-world concerns critical to young attorneys' success (e.g., client development and networking). In addition to many other esteemed practitioners, the following leaders in business and law participated in the Speaker Series over this past academic year: Chancellor William Chandler (Wilson Sonsini and former Chancellor on the Delaware Court of Chancery), Dennis Chookazsian (former CEO of CNA), Ann Ziegler (CFO of CDW), and Steve Ritchie (Kirkland & Ellis).

Furthermore, the Corporate Lab launched the Transactional Challenge for rising second-year law students to gain exposure to transactional practice during their first law school summer. Approximately 80 students registered for the Challenge, which allows students to compete against each other in a series of “real-world” transactional corporate exercises. The Challenge will also give participating students an opportunity to network with senior in-house counsel and law firm partners as part of a post-competition reception this coming fall.

EXONERATION PROJECT CLINIC

Amid all of the excellent work by EP students on a variety of cases during the 2011-12 school year, this year resulted in extraordinary success for several EP clients. First, client Eric Caine, who was released from prison in March of 2011, finally obtained a Certificate of Innocence after a protracted battle with the state. More significantly, however, the EP obtained the release of three EP clients from prison. These clients had served a combined 60 years in prison. Thanks to the efforts of EP students, these clients had their convictions overturned and future charges dismissed.

In November of 2011, client James Harden was released from prison after having served nearly 20 years for the purported sexual assault and killing of a classmate. Mr. Harden was 16 at the time this crime occurred. EP students thoroughly

investigated Mr. Harden's case and then drafted and litigated a successful post-conviction motion for DNA testing. The results of this DNA testing revealed that DNA on the victim belonged not to Mr. Harden, but to a convicted rapist and multiple-time felon. Based on the significant efforts of EP students in litigating a post-conviction petition and multiple discovery issues, prosecutors voluntarily dropped charges against Mr. Harden, allowing him to be released from prison. The EP was then successful in getting Mr. Harden a Certificate of Innocence.

EP client Harold Richardson also left prison in November of 2011 after having served nearly 17 years for the purported sexual assault and killing of a Chicago woman. EP students also litigated a successful motion for DNA testing on behalf of Mr. Richardson, who was only 17 at the time of his arrest. DNA testing revealed that DNA on the victim belonged not to Mr. Richardson, but to a convicted murderer with a significant history of sexual violence against women. Students litigated a contested motion for a new trial, and over the prosecution's objection the court granted Mr. Richardson a new trial and bail. The state ultimately abandoned an effort at retrial, and the EP is currently seeking a Certificate of Innocence for Mr. Richardson.

In May of 2012, James Kluppelberg left prison after having served nearly 25 years of a life sentence for murder and arson. He was convicted of supposedly starting a deadly 1984 Chicago fire. EP students investigated Mr. Kluppelberg's case with unusual dedication and thoroughness, demonstrating that the state's theory of arson was impossible under modern understandings of arson science. Further, the critical witness who implicated Mr. Kluppelberg recanted, and students also uncovered evidence that another person had confessed to setting this fire, evidence that was withheld from Mr. Kluppelberg at trial. EP students drafted and litigated a post-conviction motion for Mr. Kluppelberg based on all of this evidence. After over three years of litigation, prosecutors finally abandoned their opposition to Mr. Kluppelberg's claims and the court ordered his release. The EP is currently seeking a Certificate of Innocence for Mr. Kluppelberg.

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

The Housing Initiative Clinic had some notable closings and accomplishments in 2011-2012. One project that is representative of the clinic's work with distressed properties was the acquisition and rehabilitation of an eight-unit building in the South Chicago neighborhood area. The building, having gone through foreclosure and been vacated of tenants, had been purchased and mothballed by the City of Chicago. A local community development organization, Claretian Associates Inc., reached agreement with the City on a purchase and rehab proposal, and Claretian Associates retained the Housing Initiative to help them structure the transaction and bring it to fruition. Our students worked on the transaction throughout fall quarter and handled the closing. Our students negotiated the purchase and sale contract; drafted the construction contract, architect agreement, management contract, trust documents, counsel's opinion, and various other evidentiaries; and negotiated the loan documents prepared by the project's two lenders. Financing was provided by the City of Chicago's Neighborhood Stabilization Program and by the Community Investment Corporation, a non-profit lender that specializes in multifamily residential buildings.

A second project for the Housing Initiative involved the acquisition of a mixed use building in the West Humboldt Park neighborhood on behalf of the West Humboldt Park Family and Community Development Council. A restaurant will occupy the first floor, with a residential unit above. The lender on the project needed an accelerated closing to meet its targets under the federal New Markets Tax Credit program, resulting in a very compressed drafting, review and closing schedule. The Housing Initiative students were up to the challenge and led the project to a

successful closing. Currently, students are negotiating the construction contract for the rehabilitation and build out.

Another interesting and notable project for the Housing Initiative this year was the development of a new program for gaining site control for distressed housing, which the Housing Initiative worked on with one of its developer clients and the City of Chicago. The program involves the discounted transfer to the developer of receiver liens that are held by the City or its affiliate, and the developer would then proceed to foreclose the lien out to gain site control. The hope is that this approach will add a new tool for gaining control of troubled properties that are being neglected by absentee owners and overwhelmed banking institutions. Housing Initiative students negotiated and drafted the transactional documents that will serve as a template for the program, and the search is underway for a suitable property on which to pilot the program.

Students continue to report tremendous satisfaction with their work in the Housing Initiative in their reflection papers. One student wrote, "Seeing a transaction like this through, from beginning to end, is a great learning opportunity. The deal structure for these City-sponsored rehabs is quite complex, with the private lender essentially bridging the City funds that provide the bulk of the rehab and permanent financing. It definitely required a team effort to keep track of all the moving parts and to bring everything together on time for the closing." Another project involved the negotiation of a half million dollar rehabilitation contract, where the lawyer on the other side of the negotiation was a partner in a construction law and litigation boutique in Chicago with nearly thirty years of experience. The student wrote, "Before this experience, I did not realize the extent to which lawyers have to be familiar with the legal documents, the organization they are representing, and any relevant laws . . . Before any negotiation took place, we spent hours upon hours reading through the contracts, researching the law, and thinking about how each of the terms would impact the client. After this, we compiled a memo of the terms of the contract that were concerning and made recommendations to the client. Through several conference calls and email exchanges, we were able to come to an agreement about the changes we wished to pursue and answer the client's questions. . . . It took several weeks to negotiate the details of the contract, but we ended up with a final agreement that was balanced and fair. . . . These types of opportunities through the Housing Initiative Clinic have confirmed my desire to do transactional work and negotiate contracts as a practicing attorney."

MENTAL HEALTH ADVOCACY CLINIC

In July, the Mental Health Advocacy Clinic successfully resolved its four-year old class action against the Illinois Department of Human Services on behalf of more than 100 residents at Elgin Mental Health Center. The Plaintiffs claimed that this state-operated psychiatric hospital was violating the Illinois Mental Health Code law by failing to provide sufficient telephone access and failing to provide Plaintiffs with "private and uncensored communication" by telephone. The agreement requires the Department to provide additional phones on each of the living units where Plaintiffs are being treated, as well as phones in private offices

for communications between Plaintiffs and their lawyers. *Dempsey v. Saddler*, 08 CH 27221 (Cir. Ct. Cook Cty, Cty Dept., Chancery Div.) Dana Vallera, Kristen Metzger, Kate Wooler, Myla Arumagam, Lauren Modelski, Smitha Nagaraja, and You Rim Bak all worked hard to accomplish this result.



FUNDS AND ENDOWMENTS

PROFESSORSHIPS

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

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

The Daniel R. Fischel and Sylvia M. Neil Distinguished Visiting Professorship was established in 2003 by Professor Emeritus Daniel R. Fischel (J.D. 1977) and Sylvia M. Neil to employ, support, and attract established and distinguished faculty to the Law School.

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

The Mark and Barbara Fried Professorship in Law was established by Mark (J.D. 1956) and Barbara (A.B. 1954, J.D. 1957) Fried in 2006 to be used for the support of a faculty member at the Law School who takes special responsibility for a Chicago Policy Initiative or whose teaching, research, or direction of students is, in the opinion of the Dean of the Law School, otherwise focused on an impact of the law on a pressing social problem.

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

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

The Frank and Bernice J. Greenberg Professorship in Law was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932.

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

The Leo and Eileen Herzel Professorship was established in 2012 by a bequest from Leo Herzel (J.D. 1952) and his wife, Eileen, to support a member of the faculty in the fields of corporation law, securities law, law and economics, or the law and economics of agency.

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

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

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

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

The Edward H. Levi Distinguished Service Professorship in Law was established during the 1978–79 academic year with a gift from an anonymous member of the University’s Board of Trustees. The professorship is named in honor of Edward Hirsch Levi (Ph.B. 1932, J.D. 1935), Glen A. Lloyd Distinguished Service Professor and president emeritus, dean of the Law School from 1950 to 1962, and a member of the Law School faculty from 1936 until his death in 2000.

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

The Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and the Logans’ children as a memorial to Seymour Logan, a member of the Class of 1944.

The Michael J. Marks Professorship was established by a bequest from the estate of Michael Marks (J.D. 1963) to support a distinguished individual whose research and teaching is in the area of business law.

The Bernard D. Meltzer Professorship in Law was established in 2000 honoring the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at the Law School. Professor Meltzer served on the faculty of the Law School for more than 50 years.

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

The Max Pam Professorship in Comparative Law was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the trustees under the will of Mr. Pam.

The Gerald Ratner Distinguished Service Professorship in Law was established in 2006 by Mr. Ratner (Ph.B. 1935, J.D. 1937) to help attract and sustain first-rate law faculty.

The Robert Newton Reid Professorship in Law and Government was established in 2008 by a bequest from the estate of Colonel Robert Newton Reid (Ph.B. 1929, J.D. 1930) to support a member of the faculty who has attained distinction in teaching, research, and scholarship in any discipline related to the objectives of the Law School's program in law and government.

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

The Arnold I. Shure Professorship in Law was established in 1971. The professorship, which focuses on urban law, was made possible by a grant from the Ford Foundation. Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, a member of the Class of 1929.

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

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

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

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

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

SCHOLARSHIP FUNDS

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

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

The Harry C. Bull Scholarship Fund was established in memory of Harry C. Bull (J.D. 1985) and his daughters, Madeline and Alexandra, by their friends and family in 2002.

The Richard W. Burke Scholarship Fund was established in 2004 by Richard W. Burke (J.D. 1958) to provide scholarships for students in the Law School and

research stipends and support for students interested in pursuing public interest careers.

The 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 Gruss-Lipper Israeli LLM Program was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules to support an Israeli LL.M. student at the Law School.

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

The Berthold Harris Scholarship Fund was established in 1996 by the estate of 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 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 Ellen S. and George A. Poole III Scholars and Fellows Program was established by Ellen and George (LAB 1925) to provide scholarships at the University for students selected as Poole Scholars or Fellows.

The James Nelson Raymond Scholarship Fund was established in 1930 by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

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

The Ruth Wyatt Rosenson Scholarship Fund was established in 1989, in memory of her husband, Harry N. Wyatt (Ph.B. 1918, J.D. 1921), as an endowed scholarship by a bequest from Mrs. Rosenson. 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 James and Ann Spiotto Scholarship Fund was established in 2012 by James and Ann Spiotto, both members of the Class of 1972, to provide scholarship support to students in the Law School.

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

The Stonewall Scholarship Fund was created in 1989 and is awarded 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 Stout Family Fund for Women, Entrepreneurship, and the Law was established in 2000 by Jon (J.D. 1971) and Patricia Stout to support and advance women's entrepreneurship at the Law School.

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

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

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (J.D. 1969) and Janet M. Unterman. The fund provides scholarship for public-interest minded students and/or award fellowships to students pursuing public interest work during the summer.

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

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

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

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

PUBLIC SERVICE FUNDS

The Mark A. Aronchick Fellowship Fund was established in 2004 by Mark A. Aronchick (J.D. 1974) to support students and graduates of the Law School who pursue careers or summer employment dedicated to the public interest, in government, non-profit organizations, or comparable opportunities.

The Caplan Fellowship Program was created in 2010 by Herbert Caplan (A.B. 1952, J.D. 1957) to support summer internships offered through the current Law School Public Interest Program. The students funded will participate in opportunities with a public policy focus.

The Jim and Patrice Comey Public Interest Fellowship Fund was created in 2012 by James (J.D. 1985) and Patrice Comey to provide post-graduate public interest fellowship support at the Law School.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support faculty research in the Law School and currently supports students and graduates pursuing public interest work. Nancy Goodman Feldman received her A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

The Edward D. Friedman Fellowship Fund was created by Edward D. Friedman (J.D. 1937) and his family to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The 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 Charles M. Jacobs Fund for Human Rights and Social Engagement in the Law School was created in 2011 by Charles Jacobs (A.B. 1953, J.D. 1956) and Cerise Jacobs to support law student summer internships through its JD-International Human Rights (IHR) Summer Program.

The Karsten Library Computerized Legal Research Endowment Fund was established in 2000 to support the Karsten Library in the Mandel Legal Aid Clinic.

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

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

The Steven and Priscilla Kersten Fellowship Fund was established by Steven Kersten (J.D. 1980) to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.

The Steve Marenberg and Alison Whalen Public Interest Fellowship Fund was created in 2012 by Steven Marenberg (J.D. 1980) and Alison Whalen (J.D. 1982) to provide post-graduate public interest fellowship support at the Law School.

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

The Norval Morris Public Interest Fellowship was established in honor of the late Norval Morris by his family, colleagues, students and friends in 2004. The fund supports a criminal justice or mental health internship for a Law School student each summer. Professor Morris was a member of the Law School faculty for forty years, a former dean of the Law School, and founding director of the Center for Studies in Criminal Justice.

The Ranney Family Fund was created in 2006 by George Ranney, Jr. (J.D. 1966) and Alison Ranney (J.D. 1995) as a public service fellowship fund for research stipends, loan forgiveness and school support to students and graduates who pursue careers or summer employment dedicated to the public interest in government, non-profit organizations or other comparable opportunities.

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

The Harry B. and Branka J. Sondheim Government Service Fund was established in 2003 by Harry (A.B. 1954, J.D. 1957) and Branka Sondheim to provide support for students interested in pursuing careers in government service.

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

The Charlotte Von Hoene Fund was created in 2012 by William A. Von Hoene, Jr. (J.D. 1980) and Nikki Zollar in honor of Bill's mother, Charlotte, to provide post-graduate public interest fellowship support at the Law School.

The Maurice S. and Helen R. Weigle Fund for Public Service was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The fund currently supports students in the Law School's Mandel Legal Aid Clinic and alumni who utilize their skills in the protection of the rights and welfare of children.

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (A.B. 1935, J.D. 1937), whose distinguished legal career included 34 years as a U.S. District Court judge. The fund is used to support the work of students in the Law School's Mandel Legal Aid Clinic in the area of criminal justice; or in such programs that, in the opinion of the dean, would

best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.

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

FELLOWSHIP FUNDS

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

LOAN FUNDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FACULTY RESEARCH FUNDS

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

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

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

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

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

The Aaron Director Fund in Law and Economics was established as a research fund in 1986 by an anonymous donor in honor of Aaron Director, professor of economics emeritus at the Law School. In 2005, the fund was changed to support a professorship in law and economics.

The James H. Douglas, Jr. Fund for the Study of Law and Government was created in 1988 in memory of Mr. Douglas, a trustee of the University, by his colleagues at the firm of Gardner, Carton & Douglas LLP clients, and other friends. The fund supports scholarship in law and government at the Law School.

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

The 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 by Charles Wolf (J.D. 1975) to provide support for a faculty member of the Law School.

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

DEAN'S DISCRETIONARY AND OTHER FUNDS

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

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

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

The David P. Currie Fund was established in 2010 in memory of Professor David P. Currie. The fund is used at the discretion of the dean for the benefit of the Law School.

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

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

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

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

The 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 Scholarship Fund was established by members of the Class of 1949 on the occasion of their 60th Reunion to provide scholarships to students in the Law School.

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

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

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

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

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

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

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

The Class of 1967 Scholarship Fund was established by members of the Class of 1967 in honor of their 40th reunion to provide scholarships in the Law School.

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

The Class of 1974 Fund was established by members of the Class of 1974, on the occasion of their 20th reunion. The fund provides the dean of the Law School with

unrestricted support to be used to strengthen the institution's curricular and para-curricular programs.

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

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

The Class of 1987 Fund was established by members of the Class of 1987. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

The Class of 1997 Scholarship Fund was established by members of the Class of 1997 in honor of their 10th reunion to provide scholarships in the Law School.

The Class of 1991 Scholarship Fund was established by members of the Class of 1991 on the occasion of their 20th Reunion to provide scholarships to students in the Law School.

The Class of 2000 Scholarship Fund was established by members of the Class of 2000 on the occasion of their 10th Reunion to provide scholarships to students in the Law School.

LIBRARY FUNDS

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

The Morton John Barnard Fund was established in 2005 by Eleanor S. Barnard in memory of her husband, Mr. Bernard (J.D. 1927) to provide support for the D'Angelo Law Library.

The Elizabeth V. Benyon Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

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

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

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

The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

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

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

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

The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by Eli E. Fink (J.D. 1930). The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

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

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

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

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton. The fund is used to acquire recreational magazines, which are placed in the Fulton Reading Room.

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton.

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

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

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

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

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

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

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

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

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

The Ira Sydney Kolb Memorial Book Fund was established in 1998 by Mrs. Ira S. Kolb in memory of her husband, Ira S. Kolb (A.B. 1930, J.D. 1932).

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

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

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

The Lawrence E. 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 2012–2013

AUTUMN QUARTER

September 16-22: Intensive Trial Practice Workshop
September 17-24: JD Orientation for the Class of 2015
September 19-24: LLM Orientation
September 27: Autumn Quarter Classes Begin
October 29-30: Autumn Break (Law School Open)
November 21-23: Thanksgiving Break (Law School Closed)
December 5: Last Day of Autumn Quarter Classes
December 6-7: Reading Period
December 10-14: Autumn Quarter Exams
December 17-January 4: Winter Break

WINTER QUARTER

January 7: Winter Quarter Classes Begin
January 21: Martin Luther King, Jr. Day (Law School Closed)
March 11: Last Day of Winter Quarter Classes
March 12-13: Reading Period
March 14-20: Winter Quarter Exams
March 21: Spring Break Begins

SPRING QUARTER

March 28: Spring Quarter Classes Begin
May 22: Last Day of Spring Quarter Classes for Non-1L Students
May 23: Reading Period for Non-1Ls
May 24-27: Exam Period for Non-1Ls
May 27: Memorial Day (Law School Closed)
May 27: 1L Elective Exam
May 30: Last Day of 1L Spring Quarter Classes
May 31: Reading Period for 1Ls
June 3-7: 1L Exams - Required Classes
June 15: 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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