

Fall 2016

## Law School Announcements 2016-2017

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# THE UNIVERSITY OF CHICAGO

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THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2016



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Claudia Flores, B.A., J.D., Assistant Clinical Professor of Law and Director, International Human Rights Clinic

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

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

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Director, Corporate Lab Programs and Lecturer Recruitment

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Jeffrey C. Rappin, '66, Evergreen Real Estate Services, LLC, Chicago, Illinois

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David M. Wah, '89, Credit Suisse (USA), Inc., San Francisco, California  
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Alison Whalen, '82, Los Angeles, California  
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Hachigian, Redwood City, California  
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Marla P. Messing, '89, Los Angeles, California  
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Ajit V. Pai, '97, Federal Communication Commission, Washington, District of  
Columbia  
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Robert H. Riley, '78, Riley, Safer, Holmes & Cancila, LLP, Chicago, Illinois  
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Kimmarie Sinatra, '85, Wynn Resorts Ltd., Las Vegas, Nevada  
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Elizabeth Stotland Weiswasser, '92, Weil Gotshal & Manges, New York, New York



# THE LAW SCHOOL ANNOUNCEMENTS 2016-17

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

## HISTORY

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

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

This animating philosophy has resulted in the Law School's playing a leading role in legal education since its founding. UChicago Law was pivotal in almost all of the



innovations made in legal education during the last century: the recognition of administrative law, legislation, and comparative law as legitimate fields of law study; the introduction of other disciplines into the law school curriculum and the appointment of faculty outside the law; the extension of the field of legal research from concern with the rules of the law to empirically oriented investigations of the legal system; and the broadening of the curriculum to include clinical as well as academic offerings.

## EDUCATIONAL MISSION

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

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

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

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

UChicago Law remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study

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

## SCHOLARLY AND RESEARCH MISSION

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

## NON-DISCRIMINATION

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

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

The University official responsible for coordinating compliance with the University of Chicago non-discrimination policy is Sarah Wake, Associate Provost and Director of the Office for Equal Opportunity Programs. She can be reached via email at [swake@uchicago.edu](mailto:swake@uchicago.edu) and by telephone at 773.702.5671.

The Interim 504 and ADA Coordinator for the University is Belinda Cortez Vazquez, Associate Dean of Students in the office of Campus and Student Life. She can be reached via e mail at [Belinda@uchicago.edu](mailto:Belinda@uchicago.edu) and by telephone at 773.834.9710. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Room 212.

The content of these Announcements is accurate as of September 1, 2016. It is subject to change.



# PROGRAMS OF INSTRUCTION

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## THE DOCTOR OF LAW (J.D.) DEGREE

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

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

## JOINT AND CONCURRENT DEGREE OPPORTUNITIES

The Law School participates with several other areas of the University in formal joint degree programs. These programs have specific admission requirements, and candidates are able to count course work in each area toward the academic requirements in the other area, thus reducing the time and expense involved in earning both degrees. Although the Law School does not have formal joint degree programs with most areas of the University, candidates who wish to earn the J.D. in the Law School and a Master's degree or Ph.D. concurrently in another area of the University have found that there are several ways to facilitate and expedite such a dual course of study.

The Law School has formal joint degree programs with the Booth School of Business (both M.B.A. and Ph.D. degrees), the Harris School of Public Policy Studies (M.P.P.), and the Divinity School (M.Div.). In addition, Law School students have or are currently pursuing concurrent Masters' degrees in Computer Science, Economics, and International Relations. Students pursuing joint or concurrent J.D. and Masters' degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of coursework outside the Law School toward the J.D. degree and towards the quarterly residency requirement. Per the American Bar Association, no coursework completed prior to matriculation at the Law School may be counted toward the J.D. degree. The admission and degree requirements for these programs are available from the Law School Admissions Office.

Students who are enrolled in concurrent J.D. and Ph.D. programs at the University of Chicago can count up to 25 credits earned outside the Law School towards their J.D. degrees. This credit is only awarded for: (1) graduate coursework undertaken in a Ph.D. program at the University of Chicago; (2) only for coursework undertaken after a student has matriculated at the Law School; and (3) only for coursework approved by the Deputy Dean in consultation with the Dean of Students. Students permitted to count up to 25 credits toward their J.D. degrees also must pay tuition to the Law School for six quarters and be in residence at the Law School for six quarters.

Students who have not advanced to candidacy by the time they receive their J.D. may apply no more than 12 credits earned outside the Law School towards their J.D. degrees, must pay tuition at the Law School for at least eight quarters, and must be in residence at the Law School for nine quarters.<sup>1</sup>

Students in J.D./Ph.D. programs who began their law studies at the Law School need to complete a designated number of core coursework credits at the Law School to obtain their J.D.s. These credits may be earned during two years of intensive study at the Law School. J.D./Ph.D. students should contact the Deputy Dean or the Dean of Students to determine their program's requirements.

All J.D./Ph.D. students who transferred to the Law School from another school must discuss their specific graduation requirements with the Registrar upon matriculation. J.D./Ph.D. students planning to practice law 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, and some state bar authorities may shorten that time period.

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

In addition, the Law School has joined several other professional schools on campus (Booth, SSA, and Public Policy) and offers law students an opportunity to

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<sup>1</sup> The Law School will typically accept one quarter that a student is registered in his or her other program towards residency at the Law School, provided that the student is enrolled full-time, earns at least nine credits, and at least one of the classes taken during that quarter is a LAWS-prefixed class.

earn a Certificate in Health Administration and Policy (GPHAP) while simultaneously obtaining a J.D.

## THE GRADUATE PROGRAM

The Law School offers five graduate degrees:

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

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

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

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

Both programs require full-time attendance at the Law School for one academic year (three consecutive academic quarters). Students may begin these programs only in the Autumn Quarter.

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

Each year the Law School receives approximately 1000 applications for about 70 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a

judgment by the Graduate Studies Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

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

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

The above English language tests will not be necessary if the applicant studied law in full-time status for at least one academic year prior to the due date of the application, within five years of the date of application, in the United States, the United Kingdom, Ireland, Australia, New Zealand, or English medium universities in Canada or South Africa. Applicants whose native language is not English but whose legal education at the university level was conducted entirely in English in one of the following countries: India, Pakistan, the Philippines, Hong Kong, or Singapore, will not need to submit a TOEFL or IELTS score if they submit with their application a statement from an official at their university verifying that English was the only medium of instruction.

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

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

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

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

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

In a typical year about 30 candidates apply to the J.S.D. program for two or three positions. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LL.M. year at the University of Chicago or a comparable performance at the prior U.S. law school attended. Applicants must propose one or more Chicago faculty members to supervise a dissertation, and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. Candidates for admission must not contact Law School faculty members prior to their admission to the program.

## PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS

### PROFESSIONAL JOURNALS

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

*The Supreme Court Review* is an annual volume devoted to professional and interdisciplinary criticism and analysis of the work of the United States Supreme Court. *The Journal of Law and Economics* publishes research on a broad range of topics, including the economic analysis of regulation and the behavior of regulated firms, the political economy of legislation and the legislative processes, law and finance, corporate finance and governance, and industrial organization. *The Journal of Legal Studies* is a journal of interdisciplinary academic research into law and legal institutions. It emphasizes social science approaches, especially those of economics, political science, and psychology, but it also publishes the work of historians, philosophers, and others who are interested in legal theory.

### SPECIAL PROGRAMS AND CENTERS

The **Coase-Sandor Institute for Law and Economics** promotes one of the many interdisciplinary traditions that have thrived at the Law School, law and economics. Economics provides analytical and econometric tools, as well as



theoretical frameworks, for studying how legal rules and institutions affect the way people behave. The application of economics to the analysis of legal problems has become an important part of a lawyer's education in the United States, and the Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. As home to many seminal figures in the field, the Law School has dominated the discipline for over 50 years. Law and economics scholars, including Nobelists Ronald Coase and Gary Becker have taught at the Law School, along with other pioneers of the field including Richard Epstein, William Landes, and Richard Posner, who continue to be active in the program. A new generation of law and economics faculty continues to bring law and economics to the forefront of legal scholarship with cutting edge empirical and theoretical research agendas. Program faculty teach and write in many areas of the law where law and economics has long been influential, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. And, current faculty research has extended the powerful tools of law and economics to diverse areas of the law and public policy including health care reform, bank regulation, taxation, environmental law, international law, housing law, product liability, consumer law, election law, and criminal law. The Institute offers a range of courses and seminars to interested students, including the Law and Economics Workshop which meets throughout the academic year. 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. The Institute influences research and thinking in the American academy as it oversees the editorial direction of the discipline's two premier peer-reviewed journals, *Journal of Law and Economics*, and *Journal of Legal Studies*. In addition, the Institute sponsors several interdisciplinary conferences annually to enhance collaborations between legal scholars and economists on a variety of topics. Every summer, the Institute offers faculty at non-US law schools the opportunity to study law and economics at Chicago in the International Summer Institute in Law and Economics. It also conducts annual international training conferences to broaden the impact of Chicago Law and Economics on legal scholarship and education, and on legal systems worldwide. Professor Omri Ben-Shahar, renowned consumer law scholar, is the director of the Coase-Sandor Institute.

The **Doctoroff Business Leadership Program** is an innovative, certificate-granting program that provides law students with the training they will need to thrive in today's increasingly complex business environment. The Program focuses on preparing law students to advise, lead, and create business enterprises large and small through rigorous training in entity formation, business combinations, capital structure and finance, business strategy, negotiation, and marketing.

A select group of business-oriented students who apply to the program during the Law School application process are chosen to become part of the Doctoroff Business Leadership Program.

Key requirements for the certificate program include:

- Completion of a core business curriculum during second and third years taught by leading Chicago Booth faculty at the Law School.
- Participation in a mentorship program. Each student is matched with a business mentor to provide guidance and counseling during the student's three years at the Law School.
- Completion of a summer business internship between first and second years. The Law School works with students to identify and obtain challenging business internship opportunities in their field of interest.
- Participation in enrichment activities and programs that provide students with the opportunity to learn from eminent business leaders and experts across a variety of industries.

Each year, one admitted Doctoroff student is selected as the Zubrow Scholar and awarded a full-tuition scholarship to the Law School.

To learn more about the program and how to apply, please visit [www.law.uchicago.edu/doctoroffbusinessleadership](http://www.law.uchicago.edu/doctoroffbusinessleadership).

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

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

The Law School's **Program in Legal History** encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to

speaks each year. Periodical workshops, held jointly with the Department of History, bring together faculty and students to discuss a scholarly paper on a topic of legal history. The Program is directed by Professors R.H. Helmholz, Alison LaCroix, and Laura Weinrib.



# PROGRAM REQUIREMENTS AND POLICIES

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## CURRICULAR AND RESIDENCY REQUIREMENTS

### THE J.D. PROGRAM

Completion of the J.D. degree from the Law School requires all J.D. students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their JD degree) no fewer than nine credit hours per quarter. J.D. students must complete 105 credit hours, including a professional responsibility class. As of this writing, every J.D. student must complete at least one professional skills course during his or her tenure at the Law School in order to meet requirements set by the Accreditation Committee of the American Bar Association. The ABA and some large jurisdictions are planning to eliminate these requirements for the class entering in 2016, to be replaced with a more substantial experiential learning requirement. The Law School's Committee on Professional Skills Development maintains a list of classes that meet the requirement, available at <http://www.law.uchicago.edu/courses>.

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, Emeriti, Senior Lecturers at the Law School, and tenured University of Chicago professors who have permanent offices at the Law School, but excluding Bigelow and other Fellows as well as Lecturers in Law) who is in full-time residence at the Law School and was the instructor for the course or independent study for which the paper was written; (3) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; and (4) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School. A publishable comment or note written for a student journal will satisfy the SRP requirement if it is (a) nominated for this purpose by the editor-in-chief of the journal; and (b) approved by the Faculty Supervisor prior to the authoring student's final term of study at the Law School.

SRPs are typically 20-30 pages in length, but revisions and opportunities to rework arguments and writing are more important than length. Faculty members certifying such projects must approve the paper topic and agree to supervise the project prior to the student's undertaking substantial research and writing. SRP credit will not be given for response or reaction papers (that is, where significant

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

A student's second, or other, writing project (WP) can, but need not, be of the SRP form. It can be (a) 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 (b) a comment or note prepared for one of the student-edited journals; or (c) a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and approved for credit by the Hinton Moot Court Faculty Judges; or (d) 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. 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.

Independent Research (commonly called a "499" after the old registration number) gives students the opportunity to work closely with a faculty member on a topic of mutual interest, usually with the goal of the student producing a major or substantial research paper. Independent Research may be supervised by a member of the faculty (including Emeriti, Visiting Faculty, and Senior Lecturers at the Law School, as well as tenured university faculty who maintain permanent offices in the Law School, but excluding Bigelow and other Fellows as well as other Lecturers in Law) who is in full-time residence at the Law School. Visiting faculty may supervise independent research if they are willing to do so and if they are available to work with students until the independent research is completed, which in many cases will be after their visit has ended. Lecturers may not supervise independent research without advance approval. Students who would like to work with a lecturer on an independent study must submit a request to the Rules and Petitions Committee (via the Dean of Students) for advance permission to do so. Additionally, students may only take four independent study credits with the same professor and are limited to six independent study credits total during their time at the Law School.

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.

## REGISTRATION

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

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

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

## COURSE REGISTRATION RESTRICTIONS

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

*Similar Classes*

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

- International Law and Public International Law
- Trial Advocacy and Intensive Trial Practice Workshop
- The same course taught by different professors (or the same professor), e.g., Corporate Finance at the Law School and at Booth.

It is impossible to list all of the potentially similar classes outside the Law School. If you note similarities in the course descriptions, you should contact the Office of the Registrar to determine whether both classes may be taken. The burden to avoid overlapping classes falls on the student.

*Petitions*

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

- Take 14 or more 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
- Reallocate Journal Credits

*Other Registration Restrictions*

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

- Have registration restrictions placed by any office of the University (such as the Bursar's Office, the Financial Aid Office, etc.);
- Have not satisfied the State of Illinois immunization requirements; or
- Have not furnished the Office of the Registrar with an official transcript of their undergraduate work or graduate work done before matriculation at the Law School. The transcript(s) must be sent directly from the other institution(s) to the Law School Office of the Registrar and must bear the degree earned. Additional restrictions pertaining to specific

quarters/classes/students are listed online at [www.law.uchicago.edu/students/registration](http://www.law.uchicago.edu/students/registration).

## CLASS ATTENDANCE

Consistent with ABA standards, regular class attendance is required as a condition for receiving course credit. The Faculty Committee on Rules and Petitions has interpreted ABA Standard 308(a) concerning student attendance as follows:

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

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

Faculty members are increasingly strict in interpreting what constitutes "regular" attendance. In addition, many state bar licensing boards ask whether an applicant has ever been warned about problems with lateness or absenteeism. Students have been failed for poor attendance, dropped from class rosters, and denied credit in



classes. If a problem is noted by a faculty member, a memo is added to the student's file and it will be reported to the appropriate licensing agency.

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

## J.D. PROGRAM OVERVIEW

### *The First Year*

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

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

### *The Second and Third Years*

Classes after the first year are all elective. Prior to graduation, however, all J.D. students must complete classes that meet requirements set by the American Bar Association. Additionally, students must complete two writing requirements, which are described in more detail later earlier in this document

Students have freedom to tailor their programs to their own interests and needs, although all students are expected to design programs that will provide them with a strong foundation in the standard subject areas of the law. Students should also find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value that goes with striving for

the competence of the expert. Students are advised against excessive specialization, however, as lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to develop a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth below in the section on Selecting Classes. Students receive additional guidance on course selection through 2L on-line materials.

Students also are encouraged to consult with the Deputy Dean, the Dean of Students, the Associate Director of Student Affairs, members of the faculty, Career Services staff, or the Registrar for additional guidance on their programs.

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

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

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

## SELECTING CLASSES<sup>2</sup>

### *Selecting Second Year Classes*

Although no specific courses are required during the second year, certain courses are considered foundational and are commonly taken by a large number of

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<sup>2</sup>In order to ensure compliance with federal regulations as well as avoid issues with financial aid, students are strongly encouraged to take at least one exam class per quarter.

students in the second rather than the third year. These courses include: Administrative Law, Business Organizations/Business Associations/Corporation Law, Constitutional Law I, Evidence, and Introductory Income Taxation.

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

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

### *Selecting Third Year Classes*

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

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

## PROFESSIONAL SKILLS COURSE REQUIREMENT

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

The following classes that satisfy the professional skills requirement are currently scheduled to be offered during the 2016-17 academic year:

- Abrams Environmental Law Clinic
- Accounting and Financial Analysis
- Advanced Legal Research
- Advanced Legal Writing
- Brief-writing and Appellate Advocacy Seminar
- Business Transactions
- Civil Rights Clinic: Police Accountability
- Collective Bargaining and Sports Entertainment
- Commercial Transactions - Negotiation, Drafting, and Analysis
- Compliance and Regulatory Strategy
- Contract Drafting and Review
- Contracts and Commercial Transactions
- Criminal and Juvenile Justice Project Clinic
- Cross-Border Transactions: Lending
- Cross-Border Transactions: Securities, M&A, and Joint Ventures
- Drafting Contracts: The Problem of Ambiguity
- Employment Law Clinic
- Entrepreneurship and the Law
- Exoneration Project Clinic
- Federal Criminal Justice Clinic
- Fundamentals of Accounting for Attorneys
- Gendered Violence and the Law Clinic
- Housing Initiative Clinic
- Institute for Justice Clinic on Entrepreneurship
- Intensive Trial Practice Workshop
- International Arbitration
- International Human Rights Clinic
- International Human Rights Lawyering and Advocacy
- Judicial Opinions and Judicial Opinion Writing
- Kirkland & Ellis Corporate Lab Clinic
- Leadership
- Legal Elements of Accounting
- Legal Transactions - Retail Sector
- Litigating Financial Disputes

Litigation Laboratory  
 Mental Health Advocacy Clinic  
 National Security Issues and the Development of Legal Practice Skills  
 Partnership Taxation  
 Poverty and Housing Law Clinic  
 Pre-Trial Advocacy  
 Private Equity Transactions: Issues and Documentation  
 Prosecution and Defense Clinic  
 Strategies and Processes of Negotiations  
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions  
 Trial Advocacy  
 U.S. Supreme Court: Theory and Practice  
 Workshop: Legal Scholarship  
 Young Center Immigrant Child Advocacy Clinic

Please note that this list is subject to change. Please also note that a course used to satisfy either writing requirement cannot also be used to satisfy the skills requirement. For up-to-date information, please see the online course listing at [my.UChicago](http://my.UChicago).

## 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 clinical programs operate through seven distinct, autonomous units that function as separate 'law firms' with their own faculty and support staff:

- (1) EDWIN F. MANDEL LEGAL AID CLINIC, which includes the following practice areas:
  - Abrams Environmental Law Clinic
  - Civil Rights Clinic: Police Accountability
  - Criminal and Juvenile Justice Project Clinic

- Employment Law Clinic
- Federal Criminal Justice Clinic
- Housing Initiative Clinic
- International Human Rights Clinic
- Mental Health Advocacy Clinic

(2) INNOVATION CLINIC

(3) KIRKLAND & ELLIS CORPORATE LAB CLINIC

(4) JENNER & BLOCK SUPREME COURT & APPELLATE ADVOCACY CLINIC

(5) INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

(6) EXONERATION PROJECT CLINIC

(7) YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

In addition, there are two clinics, separate from the units listed above, in which students work on behalf of clients in a supervised field placement at an outside agency and take a companion seminar at the Law School. These are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.

The following rules apply to all courses in the clinical program:

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be nine, except for clinics that only run for two quarters, in which students may earn up to seven credits. (Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.) An Independent Research project (499) may not be used to evade applicable maximums or other rules regarding clinic participation. Students may enroll in no more than 14 total credits with the Director of Corporate Lab Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than 9 credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic count toward this 14 credit limit.
- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter and one four-credit quarter. Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.
- Students are awarded one credit for work averaging four hours per week per quarter, subject to the applicable maximums set forth above. Students

are expected to keep a record of the time they spend in practical work done in conjunction with the clinic. Within the Edwin F. Mandel Legal Aid Clinic only, students may enroll in two Mandel clinical projects simultaneously with written permission of the relevant clinical supervisors. No other simultaneous enrollments in multiple clinics are permitted. Subject to the rules on simultaneous clinic enrollments, students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.

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

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

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

## THE EDWIN F. MANDEL LEGAL AID CLINIC

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

Under Illinois Supreme Court Rules, students who have completed 50 percent of the credits needed for graduation are authorized to appear on behalf of clients in the state trial courts and administrative agencies. Students may also represent clients in the Illinois Appellate Court, the United States District Court for the Northern District of Illinois and the United States Court of Appeals for the Seventh Circuit.



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

#### INNOVATION CLINIC

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

#### KIRKLAND & ELLIS CORPORATE LAB CLINIC

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

#### JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students participate in the researching and drafting of merits briefs, amicus briefs, and cert petitions, conduct research on cases that may be suitable to bring to the Court, and help prepare and participate in moots of oral arguments. The clinic

is supervised by clinical faculty, by Professor David Strauss, and by members of the Appellate and Supreme Court Practice group at Jenner & Block. Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases at the United States Court of Appeals for the Seventh Circuit and the Illinois Supreme Court.

#### 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 EXONERATION PROJECT CLINIC

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

#### YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

The Young Center Immigrant Child Advocacy Clinic provides guardians ad litem (Child Advocates) for unaccompanied immigrant children who are in federal custody at the International Children's Center as well as non-detained unaccompanied children residing with sponsors in the Chicago area. Services provided by law students enrolled in the Clinic include: accompanying the children to Immigration Court, Cook County Juvenile Court, meetings with United States government officials, and meetings with consular officials from children's countries of origin; legal research to support children's claims for relief from removal in cooperation with attorney(s) representing children in Immigration Court, before the Board of Immigration Appeals and the Seventh Circuit; meeting with the children at least once a week and identifying eligibility for relief from removal, including asylum and special visas for victims of trafficking, abuse, and abandonment; identifying and representing the children's best interests;

investigation regarding children's presence in the United States, including reasons for departure from country of origin, journey, and time in the United States preceding apprehension, if any; researching conditions in children's countries of origin (e.g., political and economic conditions); developing written recommendations regarding children's best interests; writing advocacy briefs and advocating on children's behalf with the Office of Refugee Resettlement, Department of Homeland Security, and Executive Office for Immigration Review in whatever context is necessary (e.g. least restrictive placement, family reunification, access to services, access to legal representation).

### 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

The following paragraph applies to J.D. students in the Class of 2017 only. As per the rule in place when this class entered the Law School, such students are permitted to enroll in up to four seminars and/or simulation classes per academic year, no more than three of which may be taught by individuals who are neither tenured professors, tenure track professors, clinical professors, full time clinical lecturers and full time clinical instructors, visiting professors, emeritus professors, tenured University of Chicago professors who have permanent offices at the Law School, nor senior lecturers. In some instances, preferences are granted to second- or third-year students. While many seminars and simulation classes can accommodate all of the registering students, on occasion, certain seminars and simulation classes will be oversubscribed; enrollment into seminars and simulation classes is typically via the bidding process (see Bidding below). Generally, seminars are capped at 20 students. In some seminars, enrollment is limited to a smaller number. **Regardless of whether a seminar or simulation class has a waitlist, all seminars and simulation classes are considered "limited enrollment classes."** **Students are required to drop all seminars and simulation classes in excess of the four seminar rule before the end of the third week of the quarter.** Multi-quarter seminars count as one seminar. With the exception of Greenberg Seminars, all multi-quarter workshops (e.g., the Law and Economics Workshop, the Legal Scholarship Workshop, etc.) and seminars are considered seminars under this rule.

The Class of 2018 and the Class of 2019 are not subject to the seminar and simulation cap described above. Rather, these students must complete 40 credits in non-clinical Law courses taken from permanent faculty at the University of Chicago Law School, including Visiting Faculty, Emeriti, Clinical Professors, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Bigelow and other Fellows, as well as Lecturers in Law, are excluded.

## BIDDING

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

## WAITLISTED/CLOSED CLASSES

Students must attend the first meeting of a seminar, simulation class, or a course with a waitlist in order to stay enrolled in the class. A student who is on the waitlist and wishes to register for the class must attend the first class as well. In many cases, the professor is able to accommodate the students on the waitlist who attend the first class. **A student who wishes to drop a limited enrollment class (whether a seminar, a simulation class, or a course that was included in the bidding process) must do so by the date and time specified by the Office of the Registrar.** (See Academic Calendar for each quarter's deadline). Please note that many faculty will drop students who do not attend the first class, regardless of whether or not the class has a waitlist.

**It is the student's responsibility to make sure classes are dropped by the deadline. Students should not assume that by not attending the first meeting they have been dropped from a class and should not rely on faculty to drop them.**

## GREENBERG SEMINARS

Greenberg Seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty

members on a range of topics. The groups, normally limited to 12 students, meet in a faculty member's home five or more times over one or more quarters. Topics and participating faculty are announced prior to the autumn quarter registration period. Participating students earn one credit which is by default allocated to Autumn Quarter. Students may reallocate the credit to any other quarter in which the specific Greenberg seminar meets. To do so they must contact the Assistant Registrar within the applicable Add/Drop period. Attendance at all sessions is required to earn the credit. Priority is given to third-year students who have not previously participated in a Greenberg Seminar and who are not currently registered in another Greenberg Seminar. Students may bid for more than one Greenberg but will initially only be enrolled in one. Greenberg Seminars are graded Pass/Fail. Greenberg Seminars do not count towards the limit of four seminars/simulations per academic year (see the Seminars and Simulation Classes section for additional details).

#### CLASSES OUTSIDE THE LAW SCHOOL

During their second and third years, J.D. students may take up to four classes (for a total of twelve credits, not more than 6 credits per quarter) outside the Law School for credit toward their J.D. degree and quarterly residency requirement, subject to the following conditions: (1) the courses must bear a relation to their future legal practice or to the study of law in general; (2) the course must be graduate level, although exceptions are occasionally made for undergraduate foreign languages that students have not previously studied or that students test into; (3) students must petition through the Office of the Registrar (see [www.law.uchicago.edu/students/petitions/nonlawcourse](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 six credits outside the Law School during any given quarter; (5) **students taking classes outside the Law School during their final quarter of study must explain the Law School's grading deadlines to the faculty member and the faculty member must agree, in writing, to provide a final grade or a provisional pass (if taking a class at Booth) by the University deadline for submission of grades for graduating students;** (6) the class may not have substantial overlap with any class taken at the Law School or any prior institution; and (7) classes at other law schools or universities may not be substituted. Satisfaction of these seven conditions is determined by the Dean of Students and the Office of the Registrar.

Classes offered by other units/departments within the University that are cross-listed with the Law School do not count against the 12-credit limit, and law students do not need to petition to register in those classes. Law students registered in cross-listed classes must register for such classes using the LAWS-prefixed course number and also must receive a numerical grade (e.g., law students may not register to take cross-listed classes for a letter grade nor Pass/Fail).

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

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

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

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

1. Go to my.UChicago and click on the Class Search link.
2. Choose a department from the list, set the course level to "graduate" and click the SEARCH button.
3. Review the list of classes offered by the department and select a graduate level class that you would like to take.
4. Email the instructor of the class in which you seek to enroll. In some cases you will need the professor's approval to register, and you should establish with the professor whether you will be taking the class Pass/Fail or for a letter grade.
5. Complete the online petition to take a non-Law School class for credit. The petition is available on the Law School website at: [www.law.uchicago.edu/students/petitions/nonlawcourse](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 Office of the Registrar via email.
8. If the petition is approved, the Assistant Registrar will enroll you and notify you once that process is complete.

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions detailed on the Booth website at <https://www.chicagobooth.edu/programs/taking-courses-at-booth>. You need to submit a *Petition to Take a Booth Course for Credit* ([www.law.uchicago.edu/students/petitions/boothregistration](http://www.law.uchicago.edu/students/petitions/boothregistration)). Credits for Booth

classes count toward the twelve credit limit and the maximum of six credits of non-Law School classes per quarter.

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

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

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

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

For additional information on taking classes across the Midway, please visit [www.law.uchicago.edu/students/acrossthemidway](http://www.law.uchicago.edu/students/acrossthemidway).

## ADDING/DROPPING COURSES

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

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



6. the request fails to meet the aforementioned “extraordinary circumstances” condition. Failure to read and follow the directions for adding or dropping a course or to take note of the applicable deadline is not considered an extraordinary circumstance.

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

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

## GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A

174-179 B

168-173 C

160-167 D

155-159 F

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

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

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

182 and above Highest Honors

180.5 and above High Honors

179 and above Honors

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

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

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

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

#### KIRKLAND & ELLIS SCHOLARS

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



## COURSES

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

The Law School's policies for determining credit hours are currently under review. Specific information on policies and procedures for determining credit hours awarded for courses and other work undertaken by students will be posted on the Law School's website (referenced above) prior to the beginning of classes for the 2016-2017 academic year.

### Key to course details:

Key	Description
<b>++</b>	Subject to Prereqs, Coreqs, exclusions or Professor Permission
<b>1L</b>	First Year Required Course
<b>1E</b>	First Year Elective
<b>A</b>	Extends Over More Than One Quarter
<b>BID</b>	Available for bidding
<b>CL</b>	Cross-Listed
<b>CLN</b>	Clinic
<b>CORE</b>	Taught by Core Faculty
<b>DOC</b>	Doctoroff Business Leadership Course
<b>EXP</b>	Experiential/Skills Course
<b>LEC</b>	Lecturer Taught Seminar/Simulation Class
<b>PR</b>	Professional Responsibility/Ethics Req
<b>SEM</b>	Seminar
<b>SIM</b>	Simulation Class
<b>SKLL</b>	Meets the Professional Skills Req
<b>SRP</b>	Papers May Meet Substantial Research Req
<b>WP</b>	May Meet Writing Project Req

## 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 2016 – William 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 2016 - 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 2017 - Alison LaCroix

### **Civil Procedure II**

LAWS 30221 - 02 (3) 1L

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading,

discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties. The student's grade is based on an examination given at the end of each quarter.  
Spring 2017 - William H. Hubbard

### **Contracts**

LAWS 30511 - 01 (3) 1L, A

This first part of the contracts class focuses on the basic principles of the common law of contract, including such foundational questions such as what it means to make a promise legally enforceable, what promises are legally enforceable, and how the legally enforceable promise comes into being. The student's grade in contracts is based on a single final examination.

Winter 2017 - Douglas G. Baird

### **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 2017 – Omri Ben-Shahar

### **Contracts**

LAWS 30511 - 01 (3) 1L, A

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

interpretation, particularly in connection with the Uniform Commercial Code. The student's grade is based on a single final examination.

Spring 2017 - Eric A. Posner

**Contracts**

LAWS 30511 - 02 (3) 1L, A

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

Spring 2017 - Omri Ben-Shahar

**Criminal Law**

LAWS 30311 - 01 (3) 1L, A

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

Autumn 2016 – Genevieve Lakier

**Criminal Law**

LAWS 30311 - 02 (3) 1L, A

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

Autumn 2016 – Richard McAdams

**Criminal Law**

LAWS 30311 - 03 (3) 1L, A

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of

crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on class participation and a single final examination at the end of the Spring quarter.  
Autumn 2016 – Jonathan Masur

**Criminal Law**

LAWS 30311 - 01 (3) 1L, A

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on class participation and a single final examination.  
Winter 2017 – Genevieve Lakier

**Criminal Law**

LAWS 30311 - 02 (3) 1L, A

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on class participation and a single final examination.  
Winter 2017 – Richard McAdams

**Criminal Law**

LAWS 30311 - 03 (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 2017 – John Rappaport

**Elements of the Law**

LAWS 30101 - 01 (3) 1L

This course examines the role of judges in our legal system, focusing particularly on the processes of statutory and constitutional interpretation. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of originalism and other methods of interpretation; and the role of history and context in judicial decision making.  
Autumn 2016 – Geoffrey Stone

**Elements of the Law**

LAWS 30101 - 02 (3) 1L

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and 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 2016 - Richard H. McAdams

**Elements of the Law**

LAWS 30101 - 03 (3) 1L

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

Autumn 2016 - David A. Strauss

**Elements of the Law**

LAWS 30101 - 04 (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 2016 - Lior Strahilevitz

**Legal Research and Writing**

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

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



documents representative of the lawyer's regular tasks. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Autumn 2016, Winter 2017, Spring 2017 - Brian Feinstein, Ben Grunwald, Hiba Hafiz, Michael C. Pollack, Dorothy Shapiro, Diego Zambrano

### **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, intellectual property, and takings. The student's grade is based on an in-class examination.

Winter 2017 – Daniel Abebe

### **Property**

LAWS 30411 - 02 (3) 1L, A

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

Winter 2017 – Lee Fennell

### **Property**

LAWS 30411 - 03 (3) 1L, A

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

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

Winter 2017 - Richard H. Helmholz

**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, intellectual property, and takings. The student's grade is based on an in-class examination.

Spring 2017 – Lior Strahilevitz

**Property**

LAWS 30411 - 02 (3) 1L, A

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

Spring 2017 - Lee Fennell

**Property**

LAWS 30411 - 03 (3) 1L, A

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

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

Spring 2017 - 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) dealing with injury to person or property.

Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. Grades are based on a single final examination at the end of the two-quarter sequence.

Autumn 2016 - Daniel J. Hemel

**Torts**

LAWS 30611 - 02 (3) 1L, A

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. The student's grade is based on a single final examination at the end of the two-quarter sequence.

Autumn 2016 - Saul Levmore

**Torts**

LAWS 30611 - 01 (3) 1L, A

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. The student's grade is based on a single final examination at the end of the two-quarter sequence.

Winter 2017 - Saul Levmore

**Torts**

LAWS 30611 - 02 (3) 1L, A

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. The student's grade is based on a single final examination at the end of the two-quarter sequence.

Winter 2017 – Adam Chilton

## SECOND- AND THIRD-YEAR OFFERINGS

**Abrams Environmental Law Clinic**

LAWS 90224 - 01 (1, 2, or 3 per quarter, 9 maximum) A, SKLL, CLN

Students in the Abrams Environmental Law Clinic work to address climate change, water pollution and legacy contamination and to protect natural resources and human health. Clinic students engage in a wide variety of activities to learn practical legal skills, such as conducting factual investigations, interviewing witnesses and preparing affidavits, reviewing administrative determinations, drafting motions, working with experts, arguing motions and presenting at trial or

an administrative hearing, among other activities. The Clinic generally represents regional and national environmental organizations and works with co-counsel, thus exposing students to the staff of these organizations and other experienced environmental lawyers. In addition to litigation, the Clinic may also engage in legislative reform and rule-making efforts; students interested solely in that kind of work should notify the instructor before joining the Clinic, if possible. While it helps for students to have taken or be taking one or more of Environmental Law, Administrative Law, Evidence, or Intensive Trial Practice, these courses are not pre-requisites or co-requisites. A student should plan to enroll in the Clinic for two credits per quarter, although he or she may enroll for one, two or three credits per quarter after consultation with clinic faculty.

Autumn 2016, Winter 2017, Spring 2017 - Mark N. Templeton; Sean M. Helle

### **Accounting and Financial Analysis**

LAWS 43248 - 01 (3) ++, SKLL, BID, CORE, DOC

This course is designed to refresh your knowledge of basic financial accounting [first two weeks of class] and then aims to aggressively increase your ability to be a highly sophisticated user of financial statements. After taking this course, you should improve your ability to determine a firm's accounting policy for a particular type of transaction and to determine how that policy choice affects its primary financial statements. You will also learn how to question whether these effects fairly reflect the underlying economics of the firm's transactions. Asking these questions involves an interplay between accounting, economics, finance, law and business strategy. You should therefore greatly improve your ability to use an accounting report as part of an overall assessment of the firm's strategy and the potential rewards and risks of dealing with the firm. The teaching approach will be a roughly equal combination of lecture time and demanding case applications of the lecture material that will involve group case assignments that will form the basis for in-class discussion of the cases. The technical knowledge acquired from the lecture material is applied to cases where the main goal is to examine how the reported financial statements would differ if the firm had used different accounting policies. The focus is on modifying the reported financial statements in order to obtain the cleanest possible inputs for use in such applications as equity valuation, transaction structuring and credit analysis. The topics to be discussed are likely to include the accounting for, and interpretation of: revenue recognition, intercorporate investments, organizational structures (e.g., franchising), debt, and leases. Intensive group hand-in cases will be used to illustrate how the flexibility in financial reporting can reflect both the economics of the firm and the incentives of the managers creating the financial statements.

It is **REQUIRED** that students registering for this course have prior exposure to accounting course work, at least at the level of Fundamentals of Accounting for Attorneys (LAWS 79112 or 53260), but with a strong preference for the stronger

background knowledge provided by the Booth course Financial Accounting (B30000).

Spring 2017 – Philip Berger

**Administrative Law**

LAWS 46101 - 01 (3) BID, CORE

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 2016 – Nicholas Stephanopoulos

**Administrative Law**

LAWS 46101 - 01 (3) BID, CORE

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

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

Spring 2017 - Jennifer H. Nou

### **Administrative Law Theory and Practice**

LAWS 53349 – 01 (3) ++, BID, LEC, SEM

Administrative law is among the most difficult, widely misunderstood, and practically important law school subjects. No longer the preserve of specialists, it is of increasing importance in transactional and litigation practices. The apparent simplicity of its doctrines is often a trap for the uninitiated.

This course seeks to unravel administrative law's mysteries as a matter of basic theory and case-level practice. Its first part explores tensions tugging at what only a few years back was a fairly stable Vermont Yankee/State Farm/Chevron doctrinal consensus. We will begin with the often hidden foundations underlying the classic administrative law doctrines; those related legal principles that aim to curtail judicial policy-making and allow expert agencies to take a leading, but not unfettered, role in all aspects of the administrative process. We then explore, and seek to reconcile, the views of advocates of a neo-constitutionalist revival, who would conform administrative law more closely to the Framers' ideas about a separation of governmental powers, and post-modernist skeptics, who increasingly question the viability of any trans-substantive doctrine that seeks to structure, in advance, decision-making for what will often be perilous, murky, and unanticipated policy dilemmas.

The second -- longer -- part of our course will explore, often microscopically, what does and doesn't work in challenging, hotly contested cases. Themes will include (1) relationships between administrative law and constitutional law; (2) overlooked distinctions between appellate litigation strategy and appellate litigation tactics; and (3) the role of supra-doctrinal logic, both in advocacy and judicial decision-making. This part of the course will center on examples of successful and unsuccessful arguments in prominent cases.

Grades will be based on on class participation, plus one 20- to 25-page research paper or two 10- to 12-page brief sections.

Winter 2017 – Robert Gasaway

### **Admiralty Law**

LAWS 43224 - 01 (3) CORE

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 2016 - Randall D. Schmidt

**Advanced Administrative Law**

LAWS 53385 – 01 (2) ++, BID, SEM, SRP, WP

This seminar will explore contemporary issues and controversies in administrative law. Using recent cases, contemporary scholarship, and in-depth case studies, the class will cover a range of topics, including mass adjudication; regulatory interpretation; administrative remedies; and the unintended consequences of agency disclosure regimes. One aim of the course is to help participants develop greater familiarity with regulatory materials and a more grounded understanding of the practical development of regulatory policy.

Spring 2017 – Jennifer Nou

**Advanced Civil Procedure**

LAWS 43208 – 01 (3) CORE

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

Spring 2017 – William Hubbard

**Advanced Contracts: Sales Law for a Modern Economy**

LAWS 81006 - 01 (3) SKLL, BID, SIM

This class is an advanced contracts class that focuses on Article 2 of the Uniform Commercial Code. It presents the material from a hybrid jurisprudential, transactional and litigation perspective in an effort to help students integrate what they have learned about contracts in theory, into the types of tasks that they will face as a transactional lawyer. For (almost) every class students will prepare a written exercise (about 2-4 pages) applying the material in the reading, these range from writing letters to clients, to lecturing the loading dock staff of a company, to researching the content of industry norms, to drafting contract clauses to deal with particular transactional realities.

During the quarter students will do a mock appellate argument, a negotiation, and will draft a sales agreement.

There is no exam.

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

Spring 2017 - Lisa Bernstein

### **Advanced Issues in Delaware Corporate Law**

LAWS 43203 - 01 (1) ++, BID

This seminar 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.

Spring 2017 - William B. Chandler

### **Advanced Legal Research**

LAWS 53264 - 01 (2 or 3) SKLL, BID, SEM, LEC

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper. The seminar will be limited to twenty-five students with priority to third year students. To receive credit for this seminar, students must complete research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper. A 20-25 page paper will be required for the 3-credit option for this course, along with 4 research assignments. For the 2-credit option for this course, students will write a 10-15 page paper and complete 2 research assignments. Research assignments will count towards 30% of the final grade; the research paper 60%. Class participation counts for 10%. In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Autumn 2016 – Todd Ito



**Advanced Legal Research**

LAWS 53264 - 01 (2 or 3) SKLL, BID, SEM

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper. The seminar will be limited to twenty-five students with priority to third year students. To receive credit for this seminar, students must complete research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper (minimum 20 pages for 3 credits; 10 pages for 2 credits). In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Winter 2017 - Sheri H. Lewis

**Advanced Legal Writing**

LAWS 43251 - 01 (2) ++, WP, SEM, SKLL, BID

This seminar will prepare law students for the working world by honing writing skills for briefs, memoranda, motions and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients and sharpen their own thinking. The class will function largely as a workshop where we analyze the impact of various writing styles.

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

Regular attendance is essential.

Spring 2017 - Elizabeth Duquette

**Advanced Topics in Criminal Law: Vice and Victimless Crimes**

LAWS 53345 - 01 (3) BID, SEM

Vice crimes, mostly drug crimes, but also the crimes of prostitution, gambling, and alcohol, are among the most frequently prosecuted crimes in the United States.

Nevertheless, because they criminalize consensual behavior, they pose difficult philosophical problems for a system of justice organized around the ideal of individual autonomy. This seminar will examine the problem of vice crime. It will explore the philosophical debates about whether a liberal democratic government has the right, or duty, to criminalize vice. It will also examine the history and the race and class politics of the law of vice. And it will introduce students to the different regulatory regimes that govern the treatment of drugs, alcohol, gambling, and prostitution. The seminar grade will depend upon class participation, two short response papers submitted over the course of the quarter, and a final paper of no longer than 15 pages in length.

Autumn 2016 – Genevieve Lakier

### **Advanced Topics in Moral, Political, and Legal Philosophy**

LAWS 53256 - 01 (3) SRP, WP, CL, BID, SEM

The topic for Winter 2017 is "Freedom and Responsibility, Contemporary and Historical."

We will begin by canvassing some of the major philosophical positions in the Anglophone literature on free will and moral responsibility over the past half-century, with readings drawn from some or all of P.F. Strawson, G. Strawson, H. Frankfurt, D. Velleman, G. Watson, and others. In the second half of the seminar we will step back to look at the treatment of these same issues by major figures in the history of philosophy, including M. Frede's *A Free Will: Origins of the Notion in Ancient Thought*, as well as primary texts by Hume, Kant, Hegel, Nietzsche, and Sartre. The seminar is open to philosophy PhD students without permission; to J.D. students with instructor permission; and to others with instructor permission. Winter 2017 - Brian Leiter; Michael N. Forster

### **Advanced Trademarks and Unfair Competition**

LAWS 53214 - 01 (2 or 3) ++, WP, BID, SEM, LEC

This seminar addresses current issues in trademark law and their evolution since the latter half of the 19th century, such as trademark law's constitutional foundations; competing justifications of trademark rights (incentivizing manufacturers while lowering consumer search costs, fostering commercial morality, protecting property rights, vindicating speech interests, and so on); the reciprocal development of trademark doctrine and commercial practice; the interplay of trademark and First Amendment law; statutory and judicial limitations on trademark rights and those limitations' normative underpinnings; counterfeiting, contributory infringement, and the online marketplace; and the peculiar role (especially in light of other nations' practices) of federal registrations in the acquisition and maintenance of U.S. trademark rights. Enrollment is limited to twenty-five students. Previous or concurrent coursework or professional experience in intellectual property is recommended but not required.

A student's grade is based on class participation and either a series of short thought papers for two credits, or a series of longer research papers totaling at least 20 pages, or a major research paper, both for three credits.

Winter 2017 - Chad J. Doellinger; Uli Widmaier

### **Alternative Dispute Resolution**

LAWS 81007 - 01 (2 or 3) SKLL, BID, SIM, LEC

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

Spring 2017 - Michael H. LeRoy

### **American Indian Law**

LAWS 53278 - 01 (3) SRP, WP, CORE

This course will consider two distinct bodies of law regarding the 565 federally recognized Indian tribes in the United States. First, we will study the law governing the relation between non-tribal law and tribal law. This is the law of treaties, federal jurisdiction, and sovereignty. The Supreme Court has several cases on tribal issues each year, and with the rise of gaming and natural resources as major sources of wealth, the stakes in these cases for tribe members and non-members is increasing. The materials for the course will be mostly Supreme Court cases, as well as some historical materials necessary to understand the context of the judicial consideration of tribal jurisdiction. The flavor for this part of the course will be international law, although with a decidedly American approach. Second, we will study the law within several prominent tribal areas. The Hopi, for instance, have a court system that is roughly parallel to the American one, but with key differences for handling crimes, contracts, torts, and so on. The flavor for this part of the course will be comparative law, since we will compare how different legal rules develop in distinct but related legal systems. This course is mandatory for students interested

in participating in the Hopi Law Practicum (serving as clerks to justices of the Hopi Appellate Court on live cases), but it is open to all students with an interest in tribes, federal jurisdiction, sovereignty, or comparative law.

Autumn 2016 – M. Todd Henderson; Justin Richland

### **American Law and the Rhetoric of Race**

LAWS 49801 - 01 (3) CL, CORE

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

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

Grades are based on class participation and a final examination.

Spring 2017 - Dennis J. Hutchinson

### **American Legal History: The Twentieth Century**

LAWS 43268 - 01 (3) 1E, BID, CORE

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

Grading is based on class participation and a final examination.

Spring 2017 - Laura Weinrib

### **Animal Law**

LAWS 53129 - 01 (3) WP, BID, SEM, LEC

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

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

All perspectives are both welcome and open to critique.

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

Autumn 2016 - Vincenzo Field

### **Anthropology and Law**

LAWS 53306 - 01 (3) SRP, WP, BID, SEM

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

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

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

Winter 2017 - Christopher C. Fennell

### **Antitrust Law**

LAWS 42801 - 01 (3) BID, CORE

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

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

Winter 2017 - Randal C. Picker

### **Antitrust Law**

LAWS 42801 - 01 (3) BID

This course is a one-quarter survey of antitrust law. It is designed for students with diverse interests and practice plans. The course should be as valuable to the general

business lawyer and the legally trained private equity investor or investment banker as it is to the litigator. There is no assumption of advanced skill or training in economics and no complex mathematical or economic tools are required. Antitrust has been defined not by rulemaking and statutory expansion, but by judges deciding cases, one at a time, in the common law tradition, in large part because the antitrust statutes are very terse and compact (unlike statutes in other business fields such as securities regulation, banking regulation and the regulation of telecommunications). Most antitrust issues have been back and forth to the Supreme Court repeatedly. This allows students to see how succeeding generations of great judges have wrestled with the core issues in the field.

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

Spring 2017 – Andrew Rosenfield

### **Antitrust Litigation Seminar**

LAWS 53288 - 01 (2) ++, BID, SEM, LEC

The Antitrust Litigation seminar covers the evolution of antitrust law, with a particular focus on litigated cases involving mergers, monopoly, unreasonable agreements, the intersection of antitrust law with intellectual property, and class actions. We will also review the Horizontal Merger Guidelines of the FTC and the DOJ and will try to understand their impact on litigated cases of all kinds, especially with respect to issues related to market definition. For each area of antitrust law, we will discuss how the law developed and study litigation strategies in at least one recent, relevant case. Students will be provided excerpts from actual testimony, evidence, and/or lower court or agency rulings. As part of the classroom work, the students will learn how to use exhibits and demonstratives to argue an antitrust case. Students will have a hands-on experience in using trial exhibit technology and will discuss how it can help an antitrust presentation at trial or on appeal. Why spend time with the early phases of these cases? By the time an appellate court renders an opinion in a case, the issues often look very simple and one-sided, but they are not. After you graduate from the Law School, almost every case that you will see will never make it through litigation or find its way to a decision by a Court of Appeals or the Supreme Court. To gain a complete understanding of antitrust law, you will need to understand how cases evolve at the early stage and what the contested issues are. This seminar will serve students with diverse interests and plans for their legal careers: it should be as valuable to the general business lawyer as to the litigator. I do not assume advanced skill or training in economics, nor is knowledge of complex mathematical or economic tools required. The basic Antitrust Law course is helpful but not required to take the seminar. An eight-hour take home examination, along with participation and performance in class exercises, will determine your grade.

Winter 2017 - J. R. Robertson

**Art Law**

LAWS 53263 – 01 (3) BID, CL, SEM, SRP, WP

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.

Autumn 2016 – William Landes; Anthony Hirschel

**Bankruptcy and Reorganization: The Federal Bankruptcy Code**

LAWS 43234 - 01 (3) BID, CORE

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

There are no prerequisites for this course.

Autumn 2016 – Anthony J. Casey

**Bankruptcy and Reorganization: The Federal Bankruptcy Code**

LAWS 43234 - 01 (3) BID, CORE

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

There are no prerequisites for this course.

Spring 2017 - Douglas G. Baird

**Behavioral Law & Economics**

LAWS 51702 – 01 (2) BID, SEM

This seminar will explore a set of frontier issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism.

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

Spring 2017 – Jonathan Masur

### **Big Problems**

LAWS 53377 – 01 (3) ++, CORE

The Big Problems course will use multidisciplinary approaches to try to understand and tackle the most important problems facing our country or the world. The first 8 weeks will be taught by the instructors and outside experts, focusing on problems such as the Zika virus, Syrian migration to Europe, cybersecurity, nuclear waste storage, opioid addiction, sex trafficking, and policing and race relations. Students will work in teams of 2 business and 2 law students to develop feasible policy or private sector solutions to a problem of their choosing and make a presentation in the last 2 weeks. Presentations will be made to instructors, outside experts and fellow students. Grades will be based on these team projects and class participation.

Law students are admitted by permission of the instructors. Booth students are admitted through their bidding procedure.

Law students will ideally have taken at least intermediate microeconomics or an equivalent-level course in public policy. A law and economics class can qualify, but on a case by case basis.

Spring 2017 - Anup Malani; Bob Topel; David Weisbach

### **Brief-writing and Appellate Advocacy Seminar**

LAWS 53268 - 01 (3) WP, SKLL, BID, LEC, SEM

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.

Winter 2017 – Michele Odorizzi

### **Business of Law**

LAWS 53186 - 01 (2) BID, SEM, LEC

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

Grades will be based on short reaction papers.

Winter 2017 - Bruce W. Melton



**Business Organizations**

LAWS 42301 - 01 (3) BID, CORE

This course will examine the law of the various ways in which businesses are organized, including partnerships, limited liability companies, and corporations, with an emphasis on corporate law. This is a foundational course, so there are no prerequisites and no familiarity with business, economics, or anything else is required. Whether you are interested in working in litigation or transactional work, for the government, a law firm, an NGO, or a business, understanding the law of business associations is essential.

Autumn 2016 – M. Todd Henderson

**Business Organizations**

LAWS 42301 - 01 (3) BID, CORE

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

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

Winter 2017 – Mark Ramseyer

**Business Strategy**

LAWS 43255 – 01 (3) BID, CORE, DOC

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

Autumn 2016 – Emir Kamenica

**Buyouts**

LAWS 53111 - 01 (3) WP, BID, CORE

In this course we will examine possible conflicts of interest in mergers and acquisitions, and especially in going private transactions in which publicly held companies are acquired by controlling shareholders or by entities with the participation or support of the company's management. Both types of transactions may raise conflict of interest issues because some of the company's directors or officers, who are charged with protecting the public shareholders, may be accused of having interests adverse to those of the public shareholders. We will examine the methods that Delaware law has provided for dealing with these possible conflicts

of interest and the consequences of employing these methods. We will also look at some other issues raised by going private transactions and certain conflict and other issues that can arise in transactions even if they are neither controlling shareholder buyouts nor buyouts involving the company's management. Finally, we will examine the role of the financial advisors and lawyers who are involved in these transactions. Some of the topics in this seminar will also be covered in Mergers and Acquisitions, but that course is not a prerequisite for this seminar and students may take both classes. Grades will be based on a paper and on class participation.

Spring 2017 - Scott Davis

### **Canonical Ideas in American Legal Thought**

LAWS 57013 - 01 (3, 2, 2) ++, A, WP, SEM

This year-long research seminar is the equivalent of a research colloquium in a PhD program. During the Autumn quarter, students will read, discuss, and critique some of the most influential law review articles from the twentieth century, as well as newer papers that extend and apply those canonical ideas to modern legal problems. The readings will consist of a healthy mix of public law and private law, and various scholarly methodologies. During the Autumn quarter, students will have short research and writing assignments on the readings. Students will also work with faculty to identify a topic for a substantial research paper. During the Winter quarter, the seminar will not meet in formal sessions, but each student will work on his or her research paper and will meet individually with the instructors to assess the paper's progress. During the Spring quarter, the seminar will reconvene, and students will workshop their drafts (i.e., each student will circulate his or her draft in advance and answer questions from students and faculty). Students will receive an Autumn quarter grade based on their short writing assignments, discussion facilitation, and class participation. Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation. Every student must enroll for the entire year; students may not drop the class after the Autumn quarter. Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Hubbard and Stephanopoulos a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 26, 2016.

Autumn 2016, Winter 2017, Spring 2017 – William Hubbard, Nicholas Stephanopoulos

### **Capital Markets Transactions**

LAWS 53350 - 01 (2) ++, BID, LEC, SEM

This seminar examines selected legal issues and documents in connection with capital raising transactions by companies and investment banks in the U.S., including initial public offerings and offerings of investment grade and high yield

debt securities. The seminar will review the key aspects of offering equity and debt securities, including relevant offering documents and contractual agreements (such as prospectuses, underwriting agreements and indentures), applicable SEC and stock exchange regulation and disclosure issues. Topics will also include the issuance of securities in the context of out-of-court restructuring transactions, as well as related disclosure issues, and alternative means of “going public” in the U.S., including spin-offs. The seminar will include analysis of deal-related issues and case studies.

Winter 2017 – Carole Anne Huff

### **Chicago Policing**

LAWS 53381 – 01 (2) A, BID, SEM

We will study American policing and police reform by focusing on the example of Chicago. We will start with the history of the Chicago Police Department and calls for reform before turning to recent and current events. We will have outside speakers who will present in the seminar and/or at lunch talks. Beyond history, topics will include: crime in Chicago; basic police practices regarding hiring, training, collective bargaining, arbitration, deployment (including community policing); the significance of neighborhoods and politics; Stop and Frisk practices; police violence, especially shootings and the torture scandal; citizen complaints and internal discipline; and mechanisms of accountability. Students will participate in the discussion and write a series of reaction memos about the readings and speakers, which will include attendance at a chosen subset of relevant lunch talks. The grade will be based on participation and the memos. Students may qualify for an additional credit hour by writing a substantial paper.

Autumn 2016, Winter 2017, Spring 2017 – Richard McAdams

### **Child Exploitation and Human Trafficking**

LAWS 53132 - 01 (3) WP, BID, SEM, LEC

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 2017 - Virginia M. Kendall

### **Children and the Law: The Restatement Process**

LAWS 53351 – 01 (3) SRP, WP, SEM

This seminar combines an introduction to the substantive law of children's rights, and an introduction to the process through which the American Law Institute Restatements are produced. Professor Buss serves as one of the Reporters on the ALI's new Restatement of Children and the Law, and work for this course offers students an opportunity to contribute to that drafting and advising process. After the first few sessions, in which students will gain basic grounding in children's rights and the Restatement process, students will prepare and present draft Restatement portions focused on a topic of their choice, to be discussed and reviewed by their classmates, who will serve in the ALI adviser's role. Possible topics include school speech, search and seizures in schools and elsewhere, rights and limits of religious observance in schools, gender identity rights, rights to access medical and reproductive care, among others. After the seminar concludes, students will submit a final, revised Restatement portion (black letter law, comments, and reporter's notes), which will qualify for SRP credit. Prior enrollment in Con Law VII (Parent, Child & State) or The Constitution Goes to School does not preclude enrollment in this seminar, as student work in the seminar will focus on a specific topic and general discussion will focus on the Restatement process and the particular questions pressed in that context.

Spring 2017 – Emily Buss

### **Chinese Law & Economic Growth**

LAWS 53352 – 01 (3) SRP, WP, SEM, BID

This seminar will deal with past and current debates on the role of legal institutions in promoting economic development in contemporary China. It draws on the so-called new institutionalist approach, beginning with Ronald Coase's recent contribution to understanding China's economic success in the past four decades and ending with his final warning to the Chinese for future success. The course will cover a series of topics, including property rights, contract enforcement, corporate governance and legal institutions. Reading materials draw on a range of interdisciplinary contributions.

This seminar will require one 20-page final paper and active class participation. The

paper can be used for SRP credit if it is at least 25 pages.

Autumn 2016 – Jinhua Cheng

### **Civil Rights Clinic: Police Accountability**

LAWS 90913 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, SKLL, CLN

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 2016, Winter 2017, Spring 2017 - Craig B. Futterman

### **Civil Rights Practicum**

LAWS 53388 - 01 (1) A

In this practicum, students will engage in a range of research and analysis under the supervision of Prof. Huq, in relation to a number of active civil rights cases or other matters. Initial projects will include work on street-policing reform in Chicago. The aim is to cultivate experience in litigation and advocacy-related tasks in a real world setting, albeit without the structured format of a clinic. The practicum can be profitably taken in tandem with the seminar on Chicago Policing that will be occurring across the 2016-17 academic year.

Students can opt to join the practicum for any or all quarter. Questions should be directed to Prof. Huq.

Autumn 2016, Winter 2017, Spring 2017 – Aziz Huq

### **Class Action Controversies**

LAWS 53299 - 01 (2 or 3) WP, BID, SEM, LEC

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

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

Students may submit a major paper for three credits or a series of reaction papers for two credits. Class participation may influence the grade -- i will not reduce a grade for lack of class participation but in an unusual case I may increase a grade where I believe the student's class participation reflects greater understanding than may be indicated by the student's written submissions.

Autumn 2016 - Michael T. Brody

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

LAWS 53225 – 01 (2) SEM, BID, SKLL, LEC

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.

Winter 2017 – Erin Casey

### **Coding and the Law**

LAWS 53378 – 01 (2) BID, LEC, SEM

The tools used in legal analysis today rely on the same basic methods utilized before the recent exponential advancements in coding and technology. The application of modern technology tools to legal analysis will be essential to various

legal areas. This seminar covers the intersection of coding and the law, with a focus on understanding and using state-of-the-art technologies, data analytics, and programming applications to examine issues in legal practice, legal scholarship, and current legal policy in legislative and regulatory bodies. Students will learn to code in Python and R using APIs, open data sets, and machine learning to conduct analyses and make novel observations and comments in various areas of law. Participants in the class will divide into teams, and each will make a weekly presentation either analyzing a legal opinion which mischaracterizes the underlying technology at issue, or answering a legal question using code. Grading will be based on weekly presentations, and class participation, including feedback on other students' presentations. Students should expect to dedicate significant time outside of the seminar to the weekly projects. No prior knowledge of coding, programming concepts or complex technology is required.

Autumn 2016 – Nikhil Abraham

### **Collective Bargaining in Sports and Entertainment**

LAWS 53196 - 01 (2) SKLL, BID, SEM, LEC

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

The seminar emphasizes writing.

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

Autumn 2016 - Michael H. LeRoy

### **Comparative Legal Institutions**

LAWS 43201 - 01 (3) SRP, WP, 1E, BID, CL, CORE

This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the structure of different legal systems and the consequences of those structural differences for law and society. In particular, we will focus on the economic impact

of legal traditions. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. Furthermore, American institutions are explicitly included in the comparison: this is not simply a course in foreign law.  
Spring 2017 - Thomas Ginsburg

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

LAWS 53314 - 01 (3) BID, SEM, LEC

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

Spring 2017 - Barry L. Zubrow

**Complex Litigation**

LAWS 52412 - 01 (2) BID, LEC, SEM

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 2017 - Brian Murray

**Compliance and Regulatory Strategy**

LAWS 53317 - 01 (2) BID, SIM, LEC

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



of the principles apply to all industries, the seminar will explore the regulatory and legal foundations for these programs primarily through the lens of the financial services sector, which includes banks, brokerage firms, investment companies and investment advisers. We will also explore how the design and execution of these programs can avoid or limit potential liabilities from regulatory and criminal authorities. From the perspective of a corporate executive, board member or counsel, students will develop the ability to understand the fundamentals of regulatory regimes overseeing these businesses, as well as strategies for successfully engaging the regulators. Students will consider the steps a firm should take to mitigate regulatory and reputation risk, including the importance of an effective corporate ethics program, as well as how, in the process, a firm can enhance its brand, meet the expectations of its board of directors and create value for its shareholders. The grade is based on a series of short reaction papers, attendance and class participation.

Spring 2017 - Charles V. Senatore

### **Constitutional Decisionmaking**

LAWS 50202 – 01 (3) ++, SEM, SKLL, SRP, WP

Students enrolled in the seminar will work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, each court will be assigned two hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment.

All cases must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the "legislative history" of the Equal Protection Clause (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.

Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, students must sign up as five-person courts.

This seminar will not have regularly-scheduled classes (except for introductory and concluding meetings), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot.

More information will be available about enrolling by mid-November 2016.

Winter 2017 – Geoffrey Stone

**Constitutional Law for LL.M. Students**

LAWS 70801 – (3) BID

This course is designed to introduce LL.M. students to U.S. constitutional law. Topics to be covered include the theory and practice of judicial review, the power of, and limitations on, judicial power, and judicial involvement in economic policy. In addition, the course will cover key doctrines in the areas of equal protection and implied fundamental rights to help students prepare to take the New York Bar. Autumn 2016 – Gerald Rosenberg

**Constitutional Law I: Governmental Structure**

LAWS 40101 - 01 (3) BID, CORE

This course provides an introduction to the United States Constitution. Topics to be covered include constitutional interpretation; the function of judicial review; the role of the states and the federal government in the federal structure; and the allocation of powers among the legislative, executive, and judicial branches. The student's grade is based on a final in-class examination.

Winter 2017 – Louis Seidman

**Constitutional Law I: Governmental Structure**

LAWS 40101 - 01 (3) BID, CORE

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

Spring 2017 - Alison LaCroix

**Constitutional Law II: Freedom of Speech**

LAWS 40201 - 01 (3) ++, BID, CORE

This course explores the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, regulation of campaign finance, and selective government subsidies of speech.

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

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

Winter 2017 - Genevieve Lakier

**Constitutional Law II: Freedom of Speech**

LAWS 40201 - 01 (3) ++, BID, CORE

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

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

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

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

Spring 2017 - Geoffrey R. Stone

### **Constitutional Law III: Equal Protection and Substantive Due Process**

LAWS 40301 - 01 (3) BID, CORE

This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, sexual orientation, and other characteristics, and the recognition of certain fundamental rights. Throughout, students consider foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted.

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

Autumn 2016 - David A. Strauss

### **Constitutional Law III: Equal Protection and Substantive Due Process**

LAWS 40301 - 01 (3) BID, CORE

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 take-home examination and class participation.

Spring 2017 – Justin Driver

### **Constitutional Law V: Freedom of Religion**

LAWS 40501 - 01 (3) ++, CORE, SRP

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

It is recommended that students first take Constitutional Law I.

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

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

Paper writers require permission of the instructor; ADDITIONAL explicit instructor consent required for paper to be considered for SRP certification.  
Spring 2017 - Mary Anne Case

**Constitutional Law VI: U.S. Constitutional Rights in Comparative Perspective**

LAWS 43279 - 01 (1) ++, CORE

This course offers a survey of U.S. constitutional rights law from a comparative perspective. It considers U.S. Supreme Court decisions relating to the death penalty, equal protection, affirmative action, hate speech, pornography, libel, abortion, gay and lesbian rights, religious free exercise (especially as it arises in the context of religious sacraments and religious dress), and emergency legislation post-9/11, and compares the Court's approach in these cases to the approach of constitutional courts in Canada, Germany, India, Israel, South Africa and the United Kingdom in similar cases. Assessment for the course will be based on a combination of class participation (30%) and a take-home final examination (70%).  
Autumn 2016 - Rosalind Dixon

**Constitutional Law VII: Parent, Child, and State**

LAWS 47101 - 01 (3) CL, CORE

This course considers the role that constitutional law plays in shaping children's development. Among the topics discussed are children's and parent's rights of expression and religious exercise; parental identity rights including rights associated with paternity claims, termination proceedings, assisted reproduction, and adoption; the scope of the state's authority to intervene to protect children, to regulate their conduct, or to influence their upbringing; and the role of race and culture in defining the family. The student's grade is based on a take-home examination.

Winter 2017 - Emily Buss

**Contract Drafting and Review**

LAWS 53271 - 01 (3) SKLL, BID, SEM

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

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

Autumn 2016; Winter 2017 - Joan E. Neal

**Contract Law for LL.M. Students**

LAWS 70850 - 01 (3) ++

This course in contracts is designed for LL.M. students in lieu of attending a regular 1L course. It will cover both common law and statutory law and focus on both case analysis and application to real world problems. Special attention will be paid to negotiation strategies and the application of the law to firms outsourcing decisions and contracts. The class will culminate in the drafting of a commercial agreement. The class assumes no knowledge of contract law in the U.S., but that the student has taken a contracts class in another jurisdiction (a general civil law class meets this requirement).

Bring your practice experience with you, we can learn from one another!

Spring 2017 - Lisa Bernstein

**Copyright**

LAWS 45801 - 01 (3) BID, CORE

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

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

Autumn 2016 – Randal Picker

**Corporate and Entrepreneurial Finance**

LAWS 42603 - 01 (3) ++, BID, CORE, DOC

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

In addition to analyzing the specific financing problems or issues, we will consider how those issues relate to the strategic objectives of the firm. It will be important to examine the "big picture" assumptions that are used in the numerical calculations.

This course also places a strong emphasis on presentation and discussion skills. It will be important to explain your positions or arguments to each other and to try to argue for the implementation of your recommendations.

**COURSE PROCEDURES**

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

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

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

The readings and articles that I have assigned and will hand out are largely non-technical in nature and summarize the findings of academic research in corporate finance in the recent past. These articles are meant to be background material that will help you analyze the cases. They should not necessarily be cited in the case discussion. You should argue as if you were in a corporate boardroom rather than in a doctoral seminar. The process of arriving at the answer is as important as getting the answer.

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

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

#### GRADING

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

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

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

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

**PREREQUISITE**

Students should have an understanding of financial statements. I.e., students should be able to read an income statement, cash flow statement and balance sheet. Spring 2017 - Steven N. Kaplan

**Corporate Criminal Prosecutions and Investigations**

LAWS 53201- 01 (3) WP, BID, SEM, LEC

The criminal investigation and prosecution of large-scale corporate fraud and corruption are among the hottest areas of focus for prosecutors and the criminal defense bar. This seminar is designed for students interested in learning about the various aspects of uncovering, investigating, defending, prosecuting, and resolving corporate criminal matters, including those arising under the Foreign Corrupt Practices Act. The seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel. Among other topics, students will learn about: (i) foundational principles of corporate criminal liability; (ii) the whistleblower frameworks under the Dodd-Frank Act and Sarbanes-Oxley Act; (iii) conducting internal investigations as well as government investigative techniques and tools; (iv) strategic considerations for the prosecutor and defense lawyer in white collar criminal investigations; (v) prosecutorial and SEC charging policies, including creating incentives to encourage voluntary disclosure and cooperation; (vi) pre-trial diversion, including deferred and non-prosecution agreements; (vii) compliance monitors and the monitorship process; (viii) the Foreign Corrupt Practices Act; and (ix) proposals for corporate criminal reform. The seminar will introduce students to this multi-faceted area of the law, and expose students to real-world considerations involved in advising corporate clients and their officers, directors, and employees.

This is a three-credit class.

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

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

Winter 2017 - Andrew S. Boutros

**Corporate Finance**

LAWS 42501 - 01 (3) BID, CORE

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

The principles and concepts of corporate finance are essential to understanding modern corporate transactions. Increasingly, lawyers must understand these

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

This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field (rather than those with an MBA or with an undergraduate finance major).

It does not use any mathematics beyond basic arithmetic and some simple algebra.  
Spring 2017 - Dhammika Dharmapala

### **Corporate Governance**

LAWS 53237 - 01 (2 or 3) ++, WP, BID, SEM, LEC

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

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

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

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

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

Autumn 2016 - Thomas A. Cole

### **Corporate Governance in China**

LAWS 53279 - 01 (3) WP, BID, SEM, LEC

Good corporate governance is essential to building an effective and stable capital market. China, which leads the world in economic growth, still lags in corporate governance and its capital markets remain underdeveloped as a result. Despite a plethora of new laws and regulations, compliance remains problematic and



transparency inadequate – and board and management practices still vary widely across state-owned enterprises, publicly-listed companies, and privately-held firms. Furthermore, appreciation for ethical behavior, which is regarded as the bedrock of good governance and central to reform, is proving difficult to institutionalize. Given the growing volume of Chinese investment activity, the potential impact of a corporate collapse, and the risk of contagion spreading between Chinese and Western capital markets, corporate governance in Chinese companies is becoming an important concern not only for China but for investors and regulators worldwide.

This seminar will review the current state of corporate governance in China, compare Chinese practice to Western practice, examine recent high-profile failures, and highlight reform efforts. The seminar will be highly interactive and include extensive discussion of case studies. During the class, students will also learn-by-doing when they role-play a major governance crisis scenario, expressing the attitudes and behaviors of corporate executives, board directors, and regulators. Grading will be determined by class participation and performance across three short papers. The first paper will involve a comparison of Chinese and Western corporate governance methods; the second will focus on a recent case and provide analysis and commentary; and the third will require generation of a detailed, hypothetical governance crisis scenario, which will compete for inclusion in a monograph of future scenarios to be published later in the year.

Winter 2017 - Tom J. Manning

### **Corporate Governance in Emerging Markets**

LAWS 53240 - 01 (3) ++, SRP, WP, BID, SEM

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

- 1) The emerging markets context, the distinctive legal and governance issues raised by firms with controlling shareholders, and the legal and institutional preconditions for stock market development
- 2) Legal and economic aspects of tunneling and other forms of self-dealing among firms with controlling shareholders
- 3) The debate on the impact of historical legal origins on stock market development
- 4) The evidence on the impact of corporate and securities law reforms on firm value and stock market development, introduced through country-level studies of major recent reforms in Korea, India and Russia
- 5) The distinctive context of corporate governance in China, including issues raised by the role of governmental entities as controlling shareholders

- 6) Regulatory dualism, as exemplified by Brazil's Novo Mercado, and the regulation of hostile takeovers in emerging markets
- 7) The causes and implications of the phenomenon of international cross-listing
- 8) The role of public and private enforcement of securities law in stock market development

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

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

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

Winter 2017 - Dhammika Dharmapala

### **Corporate Tax I**

LAWS 43242 - 01 (3) ++, CORE

This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax.

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

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

Winter 2017 - David A. Weisbach

### **Corporate Tax II**

LAWS 43243 - 01 (3) ++, WP, CORE

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

Prerequisites: Taxation of Corporations I or Corporate Tax I

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

Spring 2017 - David A. Weisbach

### **Counterintelligence and Covert Action - Legal and Policy Issues**

LAWS 53219 - 01 (3) WP, BID, SEM, LEC

This seminar will focus on the constitutional and legal framework for counterintelligence and other instruments of national power that seek to neutralize and/or exploit our adversaries' intelligence activities against US national security interests. Such adversaries may include foreign intelligence services, terrorists, foreign criminal enterprises, cyber intruders, or some combination thereof. The seminar will consider both legal and policy issues raised in efforts to prevent

adversarial espionage action -- overt, covert, or clandestine -- targeting US military, diplomatic, and economic interests at home and abroad. The seminar will also explore the role and overlap of covert action, roughly defined as action intended to influence events in another nation or territory without revealing the involvement of the sponsor. Although the primary focus of the seminar will be separation of powers issues and the role of executive power in counterintelligence and covert action, care will be taken to consider less frequently discussed implications for domestic and international economies and markets, as well as the extent to which economic and market considerations motivate policy making or legal decisions. The seminar will include short case studies from the Cold War and post-Cold War eras in the US, Latin America, the Middle East, and the former USSR. The seminar is designed to minimize overlap with the material covered in The Law of Counterterrorism (LAWS 70704 or 43221) and National Security Issues (LAWS 70703 or 53217) by primarily focusing attention on state actors rather than nonstate actors.

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

Spring 2017 - Stephen J. Cowen

### **Criminal and Juvenile Justice Project Clinic**

LAWS 90217 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, SKLL, CLN

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

Autumn 2016, Winter 2017, Spring 2017 - Herschella G. Conyers; Randolph N. Stone

### **Criminology and Criminal Procedure**

LAWS 53353 – 01 (2 or 3) WP, LEC, BID, SEM

This seminar uses social science research to examine the empirical assumptions of rules and systems of criminal law and procedure. We will cover a series of empirical questions that are likely to include: (1) Does the death penalty deter crime? (2) Are there alternatives to incarceration that can keep us safe? (3) Does stop and frisk policing reduce crime? (4) Is there racial disparity in sentencing, and can we do anything about it? (5) Are juries any better than judges at fact-finding? (6) What is the right age of majority to separate the juvenile and adult justice systems? While some background in social science research and statistics may be helpful, it is not a requirement for the course. Students will be evaluated based on class participation and a series of reaction papers (two credits). They may earn a

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

Spring 2017 – Ben Grunwald

**Criminal Procedure I: The Investigative Process**

LAWS 47201 - 01 (3) BID, CORE

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

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

Winter 2017 - John Rappaport

**Criminal Procedure I: The Investigative Process**

LAWS 47201 - 01 (3) BID, CORE

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

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

Spring 2017 - Louis M. Seidman

**Cross-Border Transactions**

LAWS 53229 - 01 (1) SKLL, BID, LEC, SEM

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

Autumn 2016 - Tarek Sultani

**Current Controversies in Corporate and Securities Law**

LAWS 52202 - 01 (3) WP, BID, SEM, LEC

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 2017 - Richard Shepro

### **Current Issues in Criminal and National Security Law**

LAWS 53221 - 01 (3) ++, WP, BID, SEM, LEC

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

Each class will focus on a different topic, with advance reading assigned around each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper preferably written in the form of a U.S. Supreme Court opinion (20-25 pages, including a majority and dissent) on a select issue in criminal and national security law.

Guest speakers will help facilitate discussion on certain topics.

Pre-requisites: Criminal Law

Winter 2017 - Patrick J. Fitzgerald; Michael Y. Scudder

### **Cybercrime**

LAWS 53354 – 01 (2 or 3) BID, LEC, SEM

Computers and digital technologies have become integrated into every aspect of our lives. And though these technologies bring enormous benefits, they leave us exposed to a digital underground of criminals, companies, and even countries that use emerging technologies against us. Governments have struggled to respond and prevent these crimes, in part because the cybercriminals operate in a borderless world, exploiting a criminal justice system that remains largely territorial. Under mounting pressure to stem the tide of cybercrime, law enforcement has embraced new controversial investigative and surveillance techniques.

The rise of cybercrime and the government's efforts to combat it raise a host of profound legal and policy issues relating to information privacy, cybersecurity, encryption, and government surveillance. We will tackle these issues and others in this seminar. Topics will include: computer hacking and other computer crimes, the

Fourth Amendment and civil liberties in cyberspace, the law of electronic surveillance, the freedom of speech online, encryption, technological tools used to combat cybercrime, and international cybercrime. No previous experience is required. Students are required to participate in class sessions, prepare short response papers, and write a paper on an approved topic. Students may opt to write a major research paper for three credits.  
Winter 2017 – William Ridgway

### **Deals and Joint-Ventures: Contract Strategy Simulation**

LAWS 43281 – 01 (3) CORE

The goal of this course is to develop your ability to strategically analyze contracting problems, increase your knowledge of the business needs that drive contracting, and give you an opportunity to further your knowledge of contract law in the context of related areas of law. The emphasis is not on learning new doctrine per se but on putting analytical and legal concepts to work, developing judgment about how to isolate key issues, and working collaboratively to generate sound advice to promote a business client's objectives. The course involves working with a team on a series of case studies, each of which is based on an actual case drawn from the files of a major commercial law firm or a problem facing a real client. Case studies range across a number of industries that in the past have included mining, entertainment, technology, pharmaceuticals, and franchising and can be both domestic and international in structure. Situations include responses to a draft agreement, changes in a contract on renewal, structuring an agreement to support a time-sensitive multi-national deal that is contingent on many factors including foreign government approvals, advising on the enforceability of an arbitration provision, and advising a start-up seeking initial venture capital. Teams alternate roles as attorneys and clients. Attorney teams prepare and circulate documents to structure discussions with the client teams. There are no assigned caselaw or statutory materials; any caselaw or statutes a team feels it needs to analyze a problem come from the team's own research, including both contract and other areas of law "such as trade secret, jurisdiction, or agency" and the course thus gives students an opportunity to integrate their analysis of a problem across several areas of law as is the case for most real law problems. Grades are based on team scores on memos and individual contributions during class discussion. There is no final exam or paper. Attendance is mandatory.

Autumn 2016 – Gillian Hadfield

### **Developing Law Practice Skills through the Study of National Security Issues**

LAWS 53355 – 01 (3) WP, BID, LEC, SEM

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

Students will form teams of 2-4 persons. Each team will present its analysis of a topic to the class, which will be expected to participate on an informed basis.

Prerequisite: Constitutional Law or equivalent.

Spring 2017 – Robert Helman

### **Drafting Contracts: The Problem of Ambiguity**

LAWS 53269 - 01 (2) SKLL, BID, SEM, LEC

This seminar is unique. It is a very interesting, very intellectual, and very practical learning experience. The main features are: 1. Students will learn some extremely useful tools for analyzing and drafting contracts. They will acquire them by an inductive process of reviewing many examples of ambiguity from case law, eminent legal scholars, and the lecturer's practice. They will learn to identify and eliminate ambiguity in drafting contracts. These tools are the creation of the lecturer and will give students unique practical skills that no other American law students (except the lecturer's prior students) have. 2. The course materials come from the in-house seminars for the firm's China Practice lawyers that the lecturer conducted for many years as a partner at Baker & McKenzie and that established the profession's best practices for China-related contracts. 3. The historical examples of ambiguity in the seminar are of human, as well as intellectual, interest. They show that ambiguity can lead to the hanging of an individual for piracy or treason, a damages award of more than U.S. \$10 billion, and even a change in the course of World War II. 4. The seminar facilitates student learning. At the beginning of each class, an audience response system (called "clickers") provides students immediate, comparative, and anonymous feedback on their understanding of the reading assignment. The seminar also allows each student to see what he or she has learned in the seminar by comparing his or her analysis of a specific contract for the first class and for the last class. This contract analysis, like the final exam, gives each student the experience of a practicing lawyer reviewing a contract.

Grades will be based on a proctored final exam.

Winter 2017 - Preston M. Torbert

### **Election Law**

LAWS 43260 - 01 (3) CORE

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.

Spring 2017 - Nicholas Stephanopoulos

### **Electronic Commerce Law**

LAWS 53190 - 01 (3) WP, BID, SEM

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

Enrollment is capped at 20.

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

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

Winter 2017 - Marsha F. Nagorsky

### **Employee Benefits Law**

LAWS 55503 - 01 (3) WP, BID, SEM, LEC

This seminar will provide an introduction to the Employee Retirement Income Security Act (ERISA) and other federal statutes regulating employee benefit plans in the private sector. The course will cover many types of plans, including defined benefit pension plans, individual account retirement plans (such as 401(k) plans), medical plans, other welfare benefit plans and executive compensation programs. It will provide a basic understanding of fiduciary standards governing plan administration and the investment of plan assets; minimum standards for benefits



and funding; benefit claim dispute resolution procedures and standards of judicial review; federal preemption of state laws; and key issues which arise in ERISA litigation. The course is intended for students interested in a broader labor and employment practice; a mergers and acquisitions or general corporate practice; or a civil litigation practice. Although our primary mission will be to prepare students for the practice of law, we also will explore whether the law governing employee benefit plans is operating effectively and in accordance with its stated purposes. Students will be graded on class participation and on a series of short reaction and research papers. There are no prerequisites required for this seminar.

Autumn 2016 - Charles B. Wolf

### **Employment Discrimination Law**

LAWS 43401 - 01 (3)

This course considers legal prohibitions on employment discrimination. It focuses on Title VII of the 1964 Civil Rights Act, which prohibits employment discrimination based on race, color, religion, sex, or national origin. The course will address topics including how to define discrimination, frameworks for proving discrimination, remedies for discrimination, sexual harassment, affirmative action, and religious accommodation. We will examine questions including whether employment discrimination law should focus on protecting classes, eliminating stereotypes, promoting diversity and inclusion, or something else; how the law should account for insights from other disciplines such as psychology, philosophy, economics, and literature; and whether the law should forbid discrimination on the basis of additional categories. Grades will be based on class participation and a final examination.

Autumn 2016 – Jessica Clarke

### **Employment Law**

LAWS 43511 - 01 (3) BID, LEC, SEM

This seminar is designed to provide the student with an overview of the common law principles and leading federal and state statutes that govern the private-sector employment relationship. Among the topics to be covered are (1) the contractual nature of the employment relationship and the employment-at-will doctrine; (2) contractual, tort-based, and statutory erosions of the employment-at-will doctrine; (3) the contractual and common law duties and obligations owed by an employee to the employer; (4) wage and hour and employee leave statutes, including the Family and Medical Leave Act (FMLA); and (5) other employee protective statutes. This seminar supplements, but will not cover the topics presented in, the Law School's courses in Labor Law (Laws 43101), Employment Discrimination Law (Laws 43401), and Employee Benefits Law (Laws 55503), which are not prerequisites to enrollment. Enrollment will be limited to 20 students. The student's

grade will be based on a final examination. Students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam.  
Spring 2017 – James Whitehead

### **Employment Law Clinic**

LAWS 90216 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, WP, SKLL, CLN  
Randall D. Schmidt and his students operate the Clinic's Employment Law Clinic. The Clinic focuses primarily on pre-trial litigation and handles a number of individual cases and class actions. In individual cases, the Clinic represents clients in cases before the Illinois Department of Human Rights and the Illinois Human Rights Commission and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. In the class actions, the Clinic represents groups of employees in employment and civil rights actions in federal court. Additionally, in its individual cases and law reform/impact cases, the Clinic seeks to improve the procedures and remedies available to victims of employment discrimination so that employees have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Clinic is active in the legislative arena and participates with other civil rights groups in efforts to amend and improve state and federal laws. It is suggested, but not required, that all students in the Employment Law Clinic take the Employment Discrimination Law seminar.

It is recommended that third-year students take, prior to their third year, either the Intensive Trial Practice Workshop or some other trial practice course.

The student's grade is based on class participation.

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

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

The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic.

Autumn 2016, Winter 2017, Spring 2017 - Randall D. Schmidt

### **Energy Law and Policy**

LAWS 43282 – 01 (3) CORE, 1E

Energy markets and regulation have undergone significant changes in the past 20 years in the United States in attempts to improve reliability, to reduce costs, and to address environmental impacts, while meeting increased demand. Focusing primarily on electric power, this course will introduce students to energy economics and the principles and administration of public utility regulation. The class will trace the historical development of the regulated electric industry, review traditional sources of energy used to generate electricity (water, coal, and natural gas), and examine the current structure of the electric industry and emerging

issues, including wholesale and retail competition, environmental effects (including climate change), renewable energy, conservation and efficiency.  
Spring 2017 – Mark Templeton

### **Entrepreneurship and the Law**

LAWS 53192 - 01 (3) WP, SKLL, BID, SEM

This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, particularly by micro-enterprises. The seminar explores the position of the entrepreneur in society, in the economy, and in our constitutional framework, in order to analyze the entrepreneur's fundamental legal needs. We survey legal questions particular to start-ups, including strategies for structuring a business organization, financing, and protecting intellectual property. Assignments require students to research issues that apply to hypothetical and real start-ups and practice lawyerly skills like strategic planning, negotiation, drafting, and counseling.

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

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

Autumn 2016 - Elizabeth W. Kregor; Salen M. Churi; Amy Hermalik

### **Environmental Law**

LAWS 46001 - 01 (3) CL, CORE

Concern about environmental risks has spurred the growth of a complex array of laws and regulations over the past four decades. This course is designed to provide a general introduction to the theory and practice of environmental law, with an emphasis on the major pollution control statutes, especially the Clean Air Act and the Clean Water Act. Some of the recurring themes of the course will be the balance between federal and state authority, the economic justifications for environmental regulation, the distributional effects of environmental policy, the choice of regulatory instruments, and the role of federal agencies. The political backdrop for the development of environmental policy, especially the role of interest groups, political affiliation, and public perceptions, will also be discussed.

Autumn 2016 – Michael Livermore

### **European Legal History**

LAWS 53292 – 01 (2 or 3) SRP, WP, BID, SEM

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

humanism, the reception of Roman law, the natural law school, and the movement towards Codification. In addition to the text book, students are expected to read one law review article each week and to share it with the class. They are permitted to write a research paper, but a final examination will also be offered as an option.  
Winter 2017 – Richard Helmholz

**Evidence**

LAWS 41601 - 01 (3) BID, CORE

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

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

Autumn 2016 - John Rappaport

**Evidence**

LAWS 41601 - 01 (3) BID, CORE

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

Spring 2017 – Emily Buss

**Exoneration Project Clinic**

LAWS 90220 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, SKLL, CLN

The Exoneration Project is a post-conviction clinical project that represents people convicted of crimes of which they are innocent. Students working in our project assist in every aspect of representation including selecting cases, working with our clients, investigating and developing evidence, drafting pleadings, making oral arguments, examining witnesses at evidentiary hearings, and working on all aspects of appellate advocacy. Through participation in our project, students explore issues of error and inequality in the criminal justice system, including police and prosecutorial misconduct, the use of faulty scientific evidence, coerced confessions, unreliable eyewitness testimony, and ineffective assistance of counsel. The Exoneration Project is an intensive, rigorous experience designed for students who are committed to providing the best possible representation to deserving clients. Second-year students wishing to enroll in the Project are encouraged to take Evidence in their second year. Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop. Students are also strongly encouraged but not required to take Criminal Procedure I, and Criminal Procedure II. Students selected for this project will receive credit for the work they do in accordance with the credit rules for all other clinical programs.

Autumn 2016, Winter 2017, Spring 2017 - Russell Ainsworth; David B. Owens; Tara E. Thompson; Joshua Tepfer

### **Family Law**

LAWS 45001 - 01 (3) SRP, CL, CORE

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

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

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

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

Spring 2017 - Mary Anne Case

### **Federal Courts**

LAWS 41101 - 01 (3) BID

This course covers the role of the federal courts in the federal system. Topics will include the jurisdiction of the federal courts, Congress's power over those courts, litigation against federal and state governments and their officials, and the relationships between federal and state courts.

There are no prerequisites.

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

Autumn 2016 - Adam K. Mortara

### **Federal Courts**

LAWS 41101 - 01 (3) BID, CORE

This course will consider the functioning of the federal courts in our larger federal system. Particular attention will be paid to doctrinal questions pertinent to those intending to litigate in federal court or serve as federal law clerks. It is recommended that students take Constitutional Law I before taking this class. The student's grade is based on a proctored final examination.

Spring 2017 – Aziz Huq

### **Federal Criminal Justice Clinic**

LAWS 90221 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, SKLL, BID, CLN

The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes and gives students a unique opportunity to practice in federal court. The FCJC is the only legal clinic in the country that exclusively represents indigent clients charged with federal felonies. We enter our federal district court cases at the time of arrest, take them to trial or guilty plea and sentencing, and then carry them through appeal and beyond. As part of our

broader mission to promote fairness in the criminal justice system, we also take Seventh Circuit appeals and write amicus briefs and petitions for certiorari to the U.S. Supreme Court.

FCJC students interview clients and witnesses; meet with clients at the federal jail; conduct and participate in bond hearings, preliminary hearings, arraignments, evidentiary hearings, plea hearings, sentencing hearings, and trials; research, write, and argue motions and briefs; negotiate with prosecutors; and participate in case investigations. Students involved in appellate litigation research and write briefs to the Seventh Circuit and the Supreme Court and conduct oral argument in the Seventh Circuit. The seminar component includes skills exercises, simulations, lectures, case rounds, and discussions.

The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year. It is strongly recommended that rising 3Ls interested in joining the FCJC take the Intensive Trial Practice Workshop or another trial advocacy course. The FCJC is a year-long clinic. Bidding is only open to 3Ls, but any slots that remain after bidding closes will be opened to 2Ls. It is strongly recommended that current 2L students interested in joining the FCJC as 3Ls during the 2017-18 year take Prof. Siegler's Federal Sentencing Seminar in 2017.

Autumn 2016, Winter 2017, Spring 2017 - Alison Siegler; Erica K. Zunkel; Judith P. Miller

### **Federal Criminal Justice Practice And Issues**

LAWS 53386 – 01 (2) BID, LEC, SEM

This seminar will integrate instruction on federal criminal issues and procedures with simulated practice by students. The class will cover federal criminal pretrial practice from investigation up to trial, and provide multiple opportunities for student performance to develop professional skills and understanding. In particular, the course will provide instruction on (i) federal investigation techniques and authority (Grand Jury/administrative subpoenas and search warrants); (ii) corporate internal investigations and related privilege and ethical issues; (iii) federal prosecution guidelines and charging decisions; (iv) initial appearances following arrest/indictment, and accompanying bail/detention proceedings (v) criminal discovery under the federal rules; (vi) pretrial motions and practice; and (vii) plea agreements (including deferred- and non-prosecution agreements) and cooperation. Students will be expected to engage in regular practice simulations related to the pretrial stages of a federal criminal case, overseen by the instructor. For example, students will conduct mock witness interviews in the context of a corporate internal investigation and draft accompanying interview memoranda, present motions and arguments seeking, and objecting to, pretrial detention, and prepare motions in limine seeking to exclude or admit evidence. Although the course will provide opportunities for oral and written advocacy, these opportunities will focus on pretrial proceedings rather than

concern trial advocacy. A student's grade would be based on performance in simulated practice opportunities (both oral and written) and a final written examination.

Winter 2017 – Michael Doss

### **Federal Criminal Law**

LAWS 46501 - 01 (3) BID, CORE

This course surveys the substance and structure of federal criminal law. The appropriate scope of federal criminal law and enforcement is a central theme of the course. Topics examined include: federal jurisdiction over crime and offenses that enlarge the reach of federal criminal law such as mail fraud; federal crimes occurring in markets, including transactions in illegal markets (such as drug trafficking) and illicit transactions in legal markets (such as securities fraud); federal crimes involving corrupt payments, such as bribery, extortion, and foreign corrupt practices; federal crimes involving concealment, such as false statements, perjury, obstruction of justice, and money laundering; the regulation of criminal activity occurring in and through formal and informal organizations (such as RICO), and the allocation of liability between individuals and organizations with particular attention to deferred prosecution agreements.

Winter 2017 – Thomas J. Miles

### **Federal Habeas Corpus**

LAWS 43212 – 01 (2 or 3) BID, LEC, SEM

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

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

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

Spring 2017 - Adam K. Mortara

### **Federal Legislative Power**

LAWS 53200 – 01 (2) ++, BID, SEM

This seminar examines the legislative powers granted to Congress by the Constitution. Covered topics include well known legislative powers (commerce and spending), lesser known powers (such as copyright power and the power to punish counterfeiting of securities and currency), and quasi-legislative powers (such as the treaty power). The seminar will focus on how courts have defined

these powers, how the courts' treatment comports with different theories of constitutional interpretation, and also more broadly how the specific powers interact with one another especially how they interact with the Commerce Clause.  
Winter 2017 – Joshua Rabinovitz

### **Federal Sentencing: Balancing Judicial and Prosecutorial Discretion**

LAWS 53135 – 01 (3) WP, BID, SEM

The Supreme Court has dramatically changed the federal sentencing landscape in the past decade, making federal sentencing the least settled and most dynamic area of federal criminal jurisprudence. This seminar examines the federal sentencing revolution and its aftermath. We study the Federal Sentencing Guidelines and recent Supreme Court cases that try to define the Guidelines' proper role in sentencing. We discuss the ongoing struggle to balance judicial discretion and prosecutorial discretion, and the fundamental tension this creates between district courts and courts of appeals, and between the judicial and executive branches. We also explore the tension between ensuring consistency across cases and individualizing punishment. 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 strongly encouraged to enroll in this seminar, although it is not a prerequisite or corequisite for the clinic.

Winter 2017 – Alison Siegler

### **Federalism and State Social Policy**

LAWS 53356 – 01 (3) BID, LEC, SEM, WP

This seminar will examine the origins of federal and States' powers; how conflicts between the two have been resolved; how and why there has been an expansion or contraction of States' powers; and what political, policy, economic and other factors have affected these changes. Some of the substantive topics to be discussed include K-12 education, regulation of water quality and access, discrimination based on sexual orientation, labor laws, elections and voting rights, environmental laws, gun control, and the legalization of marijuana. Resources will include current news articles and commentaries. Guest lecturers to be invited will include practitioners and politicians.

Spring 2017 – Fay Hartog-Levin



### **Feminist Philosophy**

LAWS 47701 – 01 (3) CL, CORE, BID, 1E

The course is an introduction to the major varieties of philosophical feminism. After studying some key historical texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and Postmodern "Queer" Gender Theory (Judith Butler, Michael Warner). 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.

NOTE: Undergraduates may enroll only with the permission of the instructor.

Spring 2017 – Martha C. Nussbaum

### **Financial Regulation Law**

LAWS 43253 - 01 (3) CORE

This course will consider the regulation of banks and other financial institutions in the United States. It will start with the history and evolution of banking regulation in order to see the stage of the examining the regulatory responses to the recent financial crisis. Topic include an examination of the Dodd-Frank legislation, including the activities of the Consumer Fraud Protection Bureau and the complex bailouts cases, of both Fannie Mae and Freddie Mac, and Iso AIG. The course will also cover various proposals for reform that have been proposed to deal with the current impasse.

Spring 2017 – Richard A. Epstein

### **Food and Drug Law and Policy**

LAWS 43259 - 01 (3) WP, CL

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, the conflict between state tort law and federal regulation, and a variety of other issues relating to the development and marketing of regulated products. The student's grade is based on class participation and a final examination or major paper.

Spring 2017 - Jack R. Bierig

### **French Law Seminar**

LAWS 54903 – 01 (2) BID, SEM

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.

Autumn 2016 – Caroline Paranikas

### **Fundamentals of Accounting for Attorneys**

LAWS 53260 - 01 (3) ++, SKLL, BID, SEM, LEC

This seminar will teach the basic fundamentals of accounting to better prepare you to recognize and understand financial business issues related to the practice of law. Topics include key accounting concepts, reading financial statements and financial statement analysis. The class sessions will include guest speakers presenting on current accounting topics such as Sarbanes Oxley, working with the SEC and forensic accounting (investigating accounting frauds). The class is designed for those who have never taken an accounting class and/or have little financial background. There are no prerequisites but you should not take this class if you have taken an accounting class before or if you have experience in finance or accounting. Grades will be based on homework, papers and a final examination.

Autumn 2016 - Philip Bach; Sean M. Young

### **Gender-Based Violence**

LAWS 53358 – 01 (2 to 3) BID, LEC, SEM, WP

Arrest and criminal prosecution is only one of many potential legal responses to gender-based violence. This course will focus on domestic and sexual violence and the ways in which survivors are affected by the complex intersection of poverty, legal systems, and social service responses. The course will explore the civil legal remedies available to survivors under federal and state laws, including the Violence Against Women Act, as well as the multiple ways survivors are impacted by family law systems and other laws that affect their economic and social stability. Specifically, students will study immigration remedies, housing protections, education complaint procedures, and employment rights available to survivors. Students will assess the effectiveness of these tools through case studies. The students will be evaluated based on class participation and will have the choice of a take-home final exam (for 2 credits) or, with instructor approval, a major final research paper (for 3 credits).

Autumn 2016 – Neha Lall

**Global Inequality**

LAWS 53294 – 01 (3) SRP, WP, CL, BID, SEM

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 interdisciplinary seminar, 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, of political institutions, 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 expected to write a paper, which may qualify for substantial writing credit.

Winter 2017 – Martha C. Nussbaum; David Weisbach

**Greenberg Seminar: Blood, Books, and Guns: Crime and Medical Ethics in Literature**

LAWS 92000 - 02 (1, 0) A, BID

This seminar studies selected criminal justice topics and medical ethics issues through the lens of novels, plays, and other primary sources. We also explore the centrality of storytelling in lawyering and doctoring. Professor Alison Siegler and her father, Professor Mark Siegler of the Medical School, bring to this seminar their undergraduate experience as English majors and their respective expertise in criminal defense and medical ethics. Topics include mens rea in Capote; sentencing in Shakespeare; end-of-life decision-making in Tolstoy; and crime, punishment, and ethics in Dylan's music.

Graded Pass/Fail.

Autumn 2016, Winter 2017 - Alison Siegler; Mark Siegler

**Greenberg Seminar: Cheating**

LAWS 92000 - 04 (1, 0, 0) A, BID

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

enhancement as cheating on the one hand and as positive personal improvement on the other. For example, we will look at the different treatment of performance enhancing drugs in athletics and in performance art. We will also explore how and when law and government should be involved in setting and enforcing rules.

Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 - Anthony J. Casey; Erin M. Casey

### **Greenberg Seminar: Conspiracy Theories**

LAWS 92000 - 06 (1, 0) A, BID

Conspiracy theories have always shadowed governments, religions, and organized societies. How and when do they arise? How can they be distinguished from contrarian views that eventually displace convention and become scientifically or sensibly accepted? This Greenberg Seminar will meet on five Thursday evenings in the Autumn and Winter Quarters to discuss books and other materials on modern and venerable conspiracy theories. Credit may not be allocated to Spring.

Graded Pass/Fail.

Autumn 2016, Winter 2017 - Saul Levmore; Julie Roin

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

LAWS 92000 - 01 (1, 0, 0) A, BID

We will explore a series of works on urban crime, politics, and policing, with an emphasis on the City of Baltimore: David Simon, "Homicide: A Year on the Killing Streets," Sudhir Venkatesh, "Gang Leader for a Day," Jill Loevy, "Ghettoside: A True Story of Murder in America," and all of "The Wire." We will focus particularly on the drug war – the economics and violence of the trade; the culture of the police bureaucracy; alternative law enforcement strategies such as informants and wiretapping; the politics of race, crime rates, and legalization; and the effects of addiction. But these works also examine the effects of declining blue collar jobs and weakening labor unions; the effects of race, incumbency, and corruption on local politics; the challenges and failures of urban education and child welfare agencies; and the role of the city newspaper in self-governance.

Preference is given to 3L students.

Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 - Jonathan Masur; Richard H. McAdams

### **Greenberg Seminar: The Future**

LAWS 92000 - 08 (1, 0, 0) A, BID

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

Autumn 2016, Winter 2017, Spring 2017 - Anthony J. Casey; Erin M. Casey

**Greenberg Seminar: The Future of Government**

LAWS 92000 - 03 (1, 0, 0) A, BID

This Greenberg Seminar will explore how new innovations upend existing systems, with a special focus on the ways that technological innovations may affect, displace, or even replace existing legal and regulatory frameworks. We will explore such topics as the conflict between insurgent startup companies like Uber and existing regulation, labor market dislocations brought on or hastened by automation, and how technological change can or should change government structures.

Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 – Salen Churi; M. Todd Henderson

**Greenberg Seminar: Greek Tragedy and Justice**

LAWS 92000 - 07 (1, 0, 0) A, BID

This seminar will study tragedies based on two mythic themes: the House of Atreus (Aeschylus' *Oresteia*, Sophocles' *Elektra*, Euripides' *Elektra* and *Orestes*), and the Theban cycle (Sophocles' *Oedipus Tyrannos*, *Oedipus at Colonus*, and *Antigone*, Aeschylus' *Seven Against Thebes*), considering themes of justice and law. We will then consider literary representations of the trial and death of Socrates, especially by Plato. Please send a statement about your background in literature to both instructors. Places will be reserved for 2 LL.M. students.

Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 - Martha C. Nussbaum; Richard A. Posner

**Greenberg Seminar: Hamilton**

LAWS 92000 - 10 (1, 0, 0) A, BID

We will discuss Alexander Hamilton—the man, the myth, the musical. The works we study will include founding-era primary sources from Hamilton himself, contemporary texts about Hamilton and the musical, and of course the soundtrack written by Lin-Manuel Miranda. All meetings will take place in Winter and Spring quarters of 2017. Graded Pass/Fail.

Winter 2017, Spring 2017 – Alison LaCroix; William Baude

**Greenberg Seminar: Law and Psychology in Popular Media**

LAWS 92000 - 05 (1, 0, 0) A, BID

The seminar explores legal problems that lie in the intersection of ethics and psychology. The co-instructor, Boaz Keysar, is a Professor of Cognitive Psychology at the University of Chicago. In preparation to each meeting, students will be asked to watch a movie that raises a set of specific ethical/psychological problems. The

movies include *The Stanford Prison Experiment*, *A Few Good Men*, *Inside Job*, and others.

Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 – Omri Ben-Shahar; Boaz Keysar

### **Greenberg Seminar: Liberty and Security in a Changing World**

LAWS 92000 – 12 (1, 0, 0) A, BID

The Greenberg Seminar on "Liberty and Security in a Changing World" will meet five times during the course of the year. The focus will be on national security issues in the context of terrorism. In the meetings in the Autumn Quarter, we will be joined by Michael Morell, who served for many years as both Deputy Director and Acting Director of the Central Intelligence Agency. The materials in the seminar will include Mr. Morell's book "The Great War of our Time," the Report of the President's Commission on NSA Surveillance Programs (on which both Morell and Stone served), and other books, articles, and films posing questions about leakers, including Edward Snowden, and related issues.

Autumn 2016, Winter 2017, Spring 2017 – Geoffrey Stone; Jane Dailey

### **Greenberg Seminar: Reimagining Work**

LAWS 92000 – 15 (1, 0, 0) A, BID

This seminar explores what work could look like 50 years from now and whether work "reimagined" could result in a greater good for individuals and society. Using non-fiction books, articles, and television episodes, seminar discussions will be centered on how work might change in the future and, specifically, how work could be re-structured to promote various social goals such as gender equity, work-life balance, and individual and societal health-and well-being. We will focus on economic, technology, and regulatory changes, as well as changing social norms around gender roles, as possible drivers of this change.

Autumn 2016, Winter 2017, Spring 2017 – Emily Buss, Rosalind Dixon, Amy Hermalik

### **Greenberg Seminar: Where Does the Rule of Law Come From?**

LAWS 92000 – 13 (1, 0, 0) A, BID

Although the rule of law is the central political ideal of our time, we know very little about where it comes from or how to push political systems to have more of it. Perhaps there are some clues to be found from looking at its origins. Drawing on readings from anthropology and history, this seminar will interrogate the rule of law and its antecedents in pre-modern societies and early states.

Autumn 2016, Winter 2017, Spring 2017 – Tom Ginsburg, James Robinson

**Greenberg Seminar: Will we ever be post-racial? The Persistent Relevance of Race in America**

LAWS 92000 – 14 (1, 0, 0) A, BID

Many celebrated the 2008 election of President Barack Obama as the moment the U.S. transitioned to a post-racial era. By 2016, however, it has become clear that race is still central to public policy discussions about policing, economic inequality, immigration, and terrorism, among other areas. In this Greenberg, we examine an emerging literature on the persistence of race and racial ideologies and their consequences for America, particularly as the U.S. becomes an increasingly multi-ethnic and multi-racial society. Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 – Daniel Abebe, Aziz Huq

**Greenberg Seminar: Wine and the Law**

LAWS 92000 - 09 (1, 0, 0) A, BID

This seminar will consider the law and politics of wine production and regulation in the US and elsewhere. There will be an empirical research component. Places will be reserved for 2 LL.M. students.

Graded Pass/Fail.

Autumn 2016, Winter 2017, Spring 2017 - Thomas Ginsburg; Jonathan Masur

**Greenberg Seminar: Wrongful Convictions**

LAWS 92000 – 11 (1, 0, 0) A, BID

In recent years, investigative journalists, legal activists, and documentary filmmakers have highlighted the shortcomings of the American criminal justice system by giving wrongful convictions widespread public awareness. In this Greenberg seminar, we will watch documentary films on wrongful convictions and discuss the elements of the criminal justice system that make these mistakes possible. We will specifically explore many of the drivers of wrongful convictions, including racism, prosecutorial misconduct, and the limits of forensic evidence. We will also discuss how wrongful convictions are portrayed in the media and why they gain such widespread public interest.

Autumn 2016, Winter 2017, Spring 2017 – John Rappaport, Adam Chilton

**Health Law and Policy**

LAWS 43246 - 01 (3) WP, CL

This course will explore various policies that underlie regulation of the provision of health care in the United States. We will begin with an examination of the principal government programs for financing the delivery of health care in America -- Medicare and Medicaid. This first third of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. We will next address other federal legislation affecting the delivery of health care, including the Affordable Care Act. We will then move to a consideration of policy issues relating to managed care organizations, including the

functioning of these organizations and the impact of ERISA on their actions. Next, we will explore issues relating to the behavior of physicians, hospitals, and nursing homes. This exploration will focus on the impact of the antitrust, labor, and tax laws on these entities. The goal of the course is to expose the student to the conflicting law and policy issues that impact on the delivery of health in this country.

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

Autumn 2016 - Jack R. Bierig

### **Hinton Moot Court Competition**

LAWS 95020 - 01 (0, 0 or 3, 0 or 3) ++, A, WP

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

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

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

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

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

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

Autumn 2016, Winter 2017, Spring 2017 – Daniel Abebe

### **Hopi Law Practicum**

LAWS 53359 – 01 (3) A

This practicum is designed to give students first hand experience with the complex challenges and unique opportunities present in the everyday work of contemporary tribal legal systems. Students will serve as law clerks to justices of the Hopi Appellate Court, doing legal research, writing bench memoranda, and



drafting opinions on live cases. Students will do all their coursework and assigned casework at the University of Chicago with site visits to the respective Hopi legal institutions to attend oral arguments, present findings to Hopi tribal officials, and participate in judicial deliberations. In so doing, they will be directly involved in testing the socio-legal principles, theories and critiques they explore in class in the crucible of the work they do helping to lay the regulatory and legal foundations for Hopi tribal institutions. In this practicum, almost every project that a student will work on will involve important questions of first impression with respect to a wide variety of pressing, yet enduring sociolegal issues, including issues of constitutionalism (separations of powers, checks and balances, etc.), crime and punishment (criminal law enforcement and defendants' and victims' rights), civil procedure (due process, appellate procedure, motions and orders), private law (property, contract, family), pluralism (the role of Anglo-American vs. Hopi traditional norms, and alternative dispute resolution), among many others. Given the centrality of these issues to the philosophy, social science, and practice of law - whether in the context of indigenous self-governance and settler colonialism, or otherwise - we believe that there are few other opportunities like this one, where students will encounter, explore and work through, the profound governance and legal issues and discussions offered by the Hopi Tribal Law Practicum. Autumn 2016, Winter 2017, Spring 2017 – M. Todd Henderson; Justin Richland

### **Housing Initiative Clinic**

LAWS 90226 - 01 (1, 2, or 3 per quarter, 9 maximum) A, SKLL, CLN

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 two-hour seminar in autumn quarter, and in a weekly one-hour seminar during winter and spring quarters, to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students' work. During the fall quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours. In the winter and spring quarters, all students should attend all the one-hour seminar sessions. 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 2016, Winter 2017, Spring 2017 - Jeffrey E. Leslie

### **Immigration Law**

LAWS 43200 - 01 (3) CORE

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

Spring 2017 - Adam Chilton

### **Immigration Policy**

LAWS 53333 - 01 (2) BID, SEM

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

Spring 2017 - Adam Chilton

### **Independent Research**

LAWS 93499 (1, 2, or 3) ++, SRP, WP

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 2016, Winter 2017, Spring 2017 – Faculty

### **Innovation Clinic**

LAWS 90222 - 01 (1, 2, or 3 per quarter, 9 maximum) A, SKLL, CLN

The Innovation Clinic's students work with start-ups and venture capital funds on a broad range of matters in the technology and innovation sector. These include entity formation, licensing, intellectual property and licensing of intellectual property, terms of use, privacy, financings, employment agreements, stock options and employee equity, taxation, governance and founders agreements, confidentiality and non-disclosure agreements, preparing for future financing and venture capital transactions, human resources, and sales and procurement

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

Autumn 2016, Winter 2017, Spring 2017 – Salen Churi

### **Institute for Justice Clinic on Entrepreneurship**

LAWS 90223 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, SKLL, CLN

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

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

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

A commitment of at least two quarters is required.

Autumn 2016, Winter 2017, Spring 2017 - Elizabeth W. Kregor; Amy Hermalik

### **Intellectual Property-based Finance and Investment**

LAWS 53320 – 01 (3) BID, LEC, SEM, WP

Developed world corporations today are focused on an innovation heavy, tangible asset-lite model while exporting manufacturing, a lower margin enterprise. The trend is demonstrated by increased levels of R&D in innovation-driven industries, a doubling of issued patents outstanding and material, concentrated changes in the underlying IP law. While IP valuation, implementation and technological trends are coming to dominate many forms of investing, optimal risk adjusted returns morph with levels in the equity and credits markets and changes in IP law. This course will review these trends, explain the range of IP investment types (liquid/illiquid, public/private, cash/derivative) and illustrate how insight into IP can drive investment and capital market decision making.

Autumn 2016 – Michael Friedman

**Intensive Trial Practice Workshop**

LAWS 81009 - 01 (3) ++, SKLL, SIM

This is a required class for participation in the Exoneration Project Clinic and Civil Rights - Police Accountability Clinic. This class is strongly recommended for participation in the Employment Law Clinic, Criminal & Juvenile Justice Project Clinic; and Federal Criminal Justice Clinic.

This class teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures and demonstrations, but primarily through simulated trial exercises. Topics include opening statements, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with lectures and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting state and federal court judges. Open to J.D. students only. Completion of this class partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois. This class is open only to students entering their 3L year and limited to 48 with preference given to students who have been accepted into a Litigation Clinic. Students who have taken Trial Advocacy (LAWS 67603), Poverty and Housing Law Clinic (LAWS 90512), or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this class. This class is offered for approximately six hours/day before the beginning of the Autumn Quarter. The Autumn 2016 Workshop is scheduled from 9/12 through 9/23, and the final trial is scheduled for Saturday, September 24. The student's grade is based on a compilation of daily performance evaluations.

Autumn 2016 - Herschella G. Conyers; Craig Futterman; Randolph Stone

**International Business Transactions**

LAWS 53123 - 01 (3) WP, SKLL, BID, SEM, LEC

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

Autumn 2016 - Alan D'Ambrosio

**International Commercial Arbitration**

LAWS 53310 - 01 (2) SKLL, BID, SEM, LEC

The objective of this seminar is to familiarize the student with what has emerged as the primary means of resolving cross-border and multi-jurisdictional commercial disputes in today's global economy. Through this seminar, the student will explore the similarities and differences between international arbitration and the procedures used in common law (i.e. the U.S. and U.K.) and civil law (i.e. most of

Europe, Asia and Latin America) systems. The student will develop an appreciation for the cross-cultural nature of international transactions and disputes and attain a certain facility with key international arbitration rules, multi-lateral treaties, and arbitration provisions. Through review of relevant court decisions, the student will develop an appreciation for the interplay between the arbitral authority and the national courts. Students will learn when and why to enter into arbitration agreements as well as how to initiate proceedings and select arbitrators, present evidence and contest and enforce awards. This seminar will be interactive with some simulation work, including negotiating, drafting, and oral advocacy in addition to class discussion.

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

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

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

Winter 2017 - Michael L. Morkin

### **International Human Rights Clinic**

LAWS 90225 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, SKLL, CLN

The International Human Rights Clinic works for the promotion of social and economic justice globally and in the United States. The Clinic uses international human rights laws and norms, other substantive law, and multidimensional strategies to draw attention to human rights violations, develop practical solutions and promote accountability on the part of state and non-state actors. The Clinic works with clients and organizational partners through advocacy campaigns, research and litigation in domestic, foreign, and international tribunals. Working in project teams, students develop and hone essential lawyering skills, including oral advocacy, fact-finding, research, legal and non-legal writing, interviewing, media advocacy, cultural competency and strategic thinking. Some students may have the option (but are not required) to undertake international or domestic travel in connection with their projects during the Autumn, Winter or Spring quarter breaks. In the Fall, new students must enroll in the International Human Rights Law and Advocacy seminar. The seminar is designed to provide a technical and practice-based foundation for the promotion and protection of human rights. In addition, students are encouraged, but not required, to take courses in international human rights law, public international law and constitutional law. Students may enroll for up to three credits a quarter. New students should plan to take the clinic for a minimum of two quarters for two credits each quarter. Returning students may enroll for one credit a quarter and need not enroll in the seminar.

Autumn 2016, Winter 2017, Spring 2017 - Claudia M. Flores; Brian S. Citro

**International Human Rights Law and Advocacy**

LAWS 53328 - 01 (2) SKLL, BID, SEM

This seminar considers major issues in international human rights law and advocacy. It is designed to introduce students to the promotion and protection of human rights through context-driven advocacy mechanisms and strategies. The seminar will provide an introduction to the history of human rights principles and movements, the development of international human rights norms, and an overview of the international, regional and national institutions that develop, interpret and enforce these norms. The remainder of the seminar will evaluate human rights advocacy tools and strategies applied in various political, social and economic contexts. Through case studies and simulated human rights research and advocacy projects, students will develop the skills to conduct international human rights work, including: performing situational assessments; designing and executing field-work and fact-gathering; report writing; interviewing witnesses and victims of abuses; assessing various litigation and non-litigation strategies; conducting effective legal research using diverse sources; developing cross-cultural and context-driven analysis and advocacy skills; and learning to effectively and realistically evaluate achievements and challenges. Class discussions and readings will expose students to critical perspectives on the international human rights regime, as well as current research methodologies and technologies used to monitor and promote human rights. Grading will be based on class participation, simulations and a series of short assignments.

Autumn 2016 - Claudia M. Flores; Brian S. Citro

**International Investment Law**

LAWS 43265 - 01 (2 or 3) BID, SEM, SRP, WP

Foreign investment is a central feature of the world economy, and plays an essential role in economic development. It involves a transaction in which an investor in one country (home state) sends capital to another (host state). But in many cases the transaction is subject to what is called in economics a dynamic inconsistency problem, in which the host state's incentives change once the investment is sunk, and it may want to renege on its promises to the investor. Furthermore, neither side is likely to want any disputes adjudicated in the courts of the other's country. The global investment regime has arisen to help resolve these problems. The regime includes bilateral investment treaties (known as BITs) as well as multilateral agreements that are embedded in broader treaty structures, such as the North American Free Trade Agreement (NAFTA) or the Energy Charter Treaty. This seminar will introduce students to the operation of the investment law regime, with an emphasis on the tensions between home and host states, the impact of the regime on development outcomes, and the relationship between law and arbitration. There are no prerequisites.

Spring 2017 - Thomas Ginsburg; Ruoying Chen

### **International Law of Sovereign Debt Crises**

LAWS 43289 – 01 (3) BID, LEC, SEM, WP

This seminar will cover the international law that applies to sovereign debt crises, i.e., crises that occur when nation states default on their bonds or loan obligations. We will begin by discussing the elements of sovereign debt finance, the key contractual provisions of debt agreements, legal doctrines bearing on sovereign debt (such as sovereign immunity, odious debts and state succession), and the process for rescheduling or otherwise resolving impaired debt. Such recent cases as Argentina, Greece and Ukraine will provide concrete and practical context for our discussions. We also will consider the roles of various international bodies, such as the IMF and the European Central Bank, and proposed international regimes for resolving defaulted debt.

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

There are no prerequisites for the course. The grade will be based on a paper of approximately 25 pages, as well as on class participation.

Spring 2017 – Jim Foorman

### **Introduction to Japanese Law**

LAWS 43283 – 01 (3) 1E, CORE

This course is designed to introduce the non-specialist law student to major features of the Japanese legal system. The course attempts to integrate the structures, processes, and personnel of the Japanese legal system with other features of Japanese society and history. Topics covered include (but are not limited to): Litigation and extra-judicial settlement, the legal services industry, economic regulation, criminal procedure, and constitutional litigation.

Spring 2017 – Mark Ramseyer

### **Introduction to Law and Economics**

LAWS 43231 – 01 (3) BID, CORE

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 2016 – Anup Malani

**Introduction to Law and Economics**

LAWS 43231 - 01 (3) 1E, BID, CORE

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

Winter 2017 - Dhammika Dharmapala

**Introductory Income Taxation**

LAWS 44121 - 01 (3) BID, CORE

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

Autumn 2016 - Julie Roin

**Introductory Income Taxation**

LAWS 44121 - 01 (3) BID, CORE

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

Winter 2017 – Daniel Hemel

**Islamic Law and Finance**

LAWS 53275 – 01 (3) WP, CL, BID, LEC, SEM

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 and enforcement. 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 course is intended to familiarize students with the essential legal framework of the rapidly emerging market for highly technical and sophisticated Islamic financial products.

Winter 2017 – Cynthia Shawamreh

### **Islamic Law: Foundations and Current Issues**

LAWS 53360 – 01 (3)

Since its inception, Islamic Law has grown from a set of rules governing life in 6th century Arabia to a global body of law developed across time and place with application to religious, civil, criminal, constitutional, commercial, and international law. The primary objective of the seminar will be to give students a basic understanding of Islamic Law and the issues faced in applying Islamic Law in the modern context. The seminar will cover the origins and historical development of Islamic Law, Islamic legal theory, scope and application of Islamic Law, and selected current issues such as Islamic Finance. Modern constitutional law issues regarding sources of law, religious freedom, public interest, and related issues in Muslim majority countries will be reviewed as well as the debates around the application of Islamic Law for Muslim minorities living in secular states. Special attention will be paid to comparative law aspects of Western legal theory and Islamic legal theory in light of the historical introduction of Western legal systems to the Muslim world through Colonial and post-Colonial experiences. Current political debates around Shari law and the concept of a Caliphate will be assessed against Islamic legal theory and constitutional law, specifically in light of the Arab Spring revolutions and the phenomenon of violent extremism. As such, in addition to a theoretical understanding of Islamic Law in the modern context, students will also develop an understanding of the practical impact of legal theory on political, social, and economic realities in the Muslim world and beyond.

This is a one-quarter seminar for 2L and 3L students. There are no pre-requisite courses required in Islam. Weekly readings will be assigned in English language source materials. The seminar will draw on the lecturer's extensive personal experience with the subject matter and knowledge of the legal systems of Muslim majority states such as Saudi Arabia, Turkey, UAE, Pakistan, Egypt, Malaysia, and elsewhere. Professor Kamran Bajwa studied classical Islamic Law and Islamic Theology at the Al-Azhar seminary in Cairo, Egypt prior to attending the

University of Michigan Law School where he also took advanced courses in Islamic Law. After graduating from law school, Professor Bajwa trained as a corporate transactional lawyer at a major U.S. law firm and then moved to the Middle East and practiced law in that region for 8 years. During his time working in the Middle East, Professor Bajwa continued his studies in Islamic Law and served as an advisor to major Islamic scholars and political leaders throughout the Muslim world involved in legal reform and intellectual projects. Professor Bajwa currently heads the Middle East regional practice for a major U.S. law firm and travels regularly to the region. Grading will be based on student participation and a collaborative student presentation on a sub-topic of the student's choice.  
Autumn 2016 – Kamran Bajwa

### **Jenner & Block Supreme Court and Appellate Clinic**

LAWS 90219 - 01 (1, 2, or 3 per quarter, 9 maximum) A, ++, SKLL, CLN, BID  
The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students participate in the researching and drafting of merits briefs, amicus briefs, and certiorari petitions, conduct research on cases that may be suitable to bring to the Court, and help prepare and participate in moots of oral arguments. The clinic is supervised by Assistant Clinical Professor Sarah Konsky, Professor David Strauss, and by members of the Appellate and Supreme Court Practice group at Jenner & Block. Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases at the United States Court of Appeals for the Seventh Circuit and the Illinois Supreme Court. U.S. Supreme Court: Theory and Practice (LAWS 50311) is a co-requisite for participating in the clinic. Academic credit for the clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.  
Autumn 2016, Winter 2017, Spring 2017 - David A. Strauss; Sarah Konsky

### **John Stuart Mill**

LAWS 53361 – 01 (3) CL

A careful study of Mill's Utilitarianism in relation to his ideas of self-realization and of liberty. We will study closely at least Utilitarianism, On Liberty, the essays on Bentham and Coleridge, The Subjection of Women, and the Autobiography, trying to figure out whether Mill is a Utilitarian or an Aristotelian eudaimonist, and what view of "permanent human interests" and of the malleability of desire and preference underlies his political thought. If time permits we will also study his writings about India.

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

Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation. This is a 500 level course. Ph.D. students in Philosophy

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

Autumn 2016 – Martha C. Nussbaum

### **Judicial Federalism**

LAWS 59903 – 01 (3) SRP, WP, BID, SEM

In this seminar, we will explore the various doctrines that police the line between the role of the U.S. federal courts and the often-parallel role of the state courts (or occasionally tribal courts). Those doctrines include the limits on the subject-matter jurisdiction of the federal courts found in Article III; the Rooker-Feldman doctrine; constitutional or common-law limitations on federal authority such as those for domestic-relations and probate cases; the various abstention doctrines (Pullman, Burford, Younger, Colorado River); the Anti-Injunction Acts; notions of *lis pendens* that apply in both federal and state courts; "complete" versus defense preemption, and habeas corpus review of state-court criminal judgments in federal courts. We will also compare the U.S. system to that of the European Union. There are no prerequisites. Students will write a paper (which can qualify for the substantial writing requirement) for credit in the seminar.

Winter 2017 – Diane Wood

### **Judicial Opinions and Judicial Opinion Writing**

LAWS 52003 - 01 (3) WP, SKLL, BID, SEM

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

Winter 2017 - Richard A. Posner; Robert N. Hochman

### **Jurisprudence I: Theories of Law and Adjudication**

LAWS 47411 - 01 (3) 1E, BID, CORE

An examination of classic jurisprudential questions in and around the theory of adjudication: the theory of how judges actually do decide cases and how they ought to decide them. These questions include: Do legal rules really constrain judicial decision-making? What makes a rule (or norm) a rule of the legal system? Are principles of morality legally binding even when such principles have not been enacted into a law by a legislature? (Relatedly, are there objective principles of morality?) When no legal norm controls a case, how ought judges to decide that

case? Can there be right answers to legal disputes, even when informed judges and lawyers disagree about the answer? Are there principles or methods of legal reasoning that constrain judicial decision-making, or is legal reasoning essentially indeterminate, such that a skillful judge can justify more than one outcome for any given dispute? Is judicial decision-making really distinct from political decision-making of the sort legislators engage in? Readings drawn exclusively from major twentieth-century schools of thought - especially American Legal Realism (e.g., Karl Llewellyn, Jerome Frank), Natural Law (e.g., Ronald Dworkin, John Finnis), and Legal Positivism (e.g., H.L.A. Hart, Joseph Raz) - supplemented by other pertinent readings (from Leslie Green, Richard Posner, and the instructor, among others). No familiarity with either jurisprudence or philosophy will be presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions.

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

Take-home essay exam.

Spring 2017 - Brian Leiter

### **Kapnick Initiative Leadership Effectiveness and Development Lab I: Development**

LAWS 43239 - 01 (3) ++, A, CL

Course 43239 is the first of a two-course series. This course develops the self-awareness and leadership effectiveness of the student facilitator to lead the Kapnick Leadership Initiative for the first-year Law students (1Ls). This course uses a team-oriented work environment and a series of classroom presentations and discussions to catalyze students' efforts to develop as leaders. The goal of this experiential lab course is for students to master facilitation skills. Class time is spent working on teams, creating and mastering module content, presenting and leading discussions, motivating and influencing colleagues and 1Ls, giving and receiving feedback, and building relationships. Its two distinct components are: Development (LAWS 43239, see below) and Implementation (see LAWS 43240). In the Spring Quarter facilitators are focused on personal development. They work with Chicago Booth's Coaches and staff to build their self-awareness and facilitation skills. Facilitators work in their designated four-person squad to select specialties from key leadership topics, then collaboratively develop and master the material to lead different modules and events.

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

Students are assessed on their ability to develop the requisite knowledge and skills to run the program and their effectiveness at doing so. One component of the grade

is based on feedback that facilitators are expected to give and receive from other facilitators. Class attendance in both Spring and Autumn quarters is mandatory. Cannot be taken Pass/Fail.

Numerical grade issued at the end of the Autumn 2017 quarter.

Spring 2017 - Stacey R. Kole

### **Kapnick Initiative Leadership Effectiveness and Development Lab II: Implementation**

LAWS 43240 - 01 (1) ++, A, CL

This is the second of a two-course series to develop the self-awareness and leadership effectiveness of the student facilitator to lead the Kapnick Leadership Initiative for the first-year Law students (1Ls). The series is experiential in nature. Its two distinct components are: Development (LAWS 43239) and Implementation (LAWS 43240, see below).

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

Students do not need to bid for this course. Students registered for the Spring 2016 quarter course (LAWS 75710) will be automatically registered for this course.

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

Students receive a single numerical grade for both courses.

Autumn 2016 - Stacey R. Kole

### **Kirkland & Ellis Corporate Lab Clinic**

LAWS 91562 - 01, 02 (2 or 3, 9 maximum) ++, A, SKLL, BID, CLN

The Kirkland & Ellis Corporate Lab Clinic provides students with a forum for working closely with legal and business teams at top-tier multinational companies, leading nonprofits, and smaller entrepreneurial startups. The primary goal of the Corporate Lab is for students to learn practical legal skills, both substantively, in terms of the corporate building blocks necessary to understand complex transactions and agreements, and professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors the real world work experience of both litigators and corporate lawyers: students will receive hands-on substantive and client-development experience and will be expected to manage and

meet expectations and deadlines while exercising a high level of professionalism. As a result, this class is likely to involve a significant commitment (with a substantial amount of work to be completed outside of class). Clients will include the following: Amazon, Baxter Healthcare, Booth School of Business New Venture Challenge (Spring Quarter), Chicago Symphony Orchestra, GE Healthcare, Honeywell, IBM, Microsoft, Nike, Northern Trust, Schreiber Foods, and Verizon Communications. Students will be required to sign nondisclosure agreements with participating clients. Corporate Lab students also will have the opportunity to negotiate a simulated transaction across the table from Northwestern Law students as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter). Please note that (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, (iii) LL.M. students may register by instructor permission only, and (iv) this offering will not count toward seminar restrictions. Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. For additional information, see the Corporate Lab website at <http://www.law.uchicago.edu/corporatelab>.  
3 credits (Reduced 2-credit load with instructor permission.)  
Autumn 2016, Winter 2017, Spring 2017 - David Zarfes, Sean Z. Kramer, Josh Avratin

### **Labor Law**

LAWS 43101 - 01 (3) CORE

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

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

Winter 2017 - Laura Weinrib

### **Land Use and Social Policy**

LAWS 53362 - 01 (2 or 3) BID, LEC, SEM, WP

This seminar explores the ways in which land use decisionmaking shapes and reflects broader issues of class and social policy. We will cover topics of contemporary significance, including development and gentrification, the impacts of landmark or historical preservation districts, development exactions designed to protect health and welfare, the incidence of eminent domain, exclusionary zoning, environmental racism, secondary effects regulation, and more. Grades will be

based on a series of short reaction papers and class participation (two credits). Students may earn a third credit by writing a 15-page research paper.  
Spring 2017 – Michael Pollack

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

LAWS 51302 - 01 (3) ++, SRP, WP, CL, SEM

The purpose of this seminar is two-fold. First, the seminar aims to introduce students to the political science literature on courts understood as political institutions. In examining foundational parts of this literature, the seminar will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the seminar with an awareness of and sensitivity to the political nature of the American legal system. Second, by critically assessing approaches to the study of the courts, the seminar seeks to highlight intelligent and sound approaches to the study of political institutions. Particular concern will focus on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like.  
Winter 2017 - Gerald N. Rosenberg

### **Law and Society**

LAWS 43219 - 01 (3) SEM

This seminar offers an introduction to the central themes and major debates in the field of Law and Society. The field of sociolegal studies is an interdisciplinary one, and reflecting this, the course will emphasize research in sociology, political science, psychology, anthropology, and legal studies. We will explore classic readings from the Law and Society canon as well as more contemporary research and theory. We will analyze the readings for both their theoretical and empirical contributions, as well as for the methodologies the authors deploy.  
Autumn 2016 – Anna Marshall

### **Law and the Economics of Natural Resources Markets**

LAWS 53297 – 01 (3) BID, LEC, SEM

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.

Spring 2017 – Richard Sandor

### **Law and the Mental Health System**

LAWS 47001 - 01 (3) SRP, WP, CL, CORE

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 2016 - Mark J. Heyrman

### **Law, Policy & International Development**

LAWS 43286 – 01 (2) CORE

This course explores various law-based strategies for achieving economic and political development in poor countries. One influential school of thought claims that capitalism will not flourish in developing nations until there is a long-term, national commitment to reform property laws. Other scholars and development specialists insist that instituting the rule of law is the linchpin to attaining international development. Yet others insist that all law reform efforts are pointless unless access-to-justice issues are first addressed. This course is designed to investigate these claims and allow each student to come to her or his own conclusions about how law is most effectively used as a strategy for promoting political and economic development.

Autumn 2016 – Bernadette Atuahene

### **Law, Politics, and Policy of Policing Strategies**

LAWS 53363 – 01 (3) BID, LEC, SEM, WP

This seminar will survey the legal and policy considerations relevant to policing strategies. The course will kick off in the first week with a historical perspective on the evolution of policing strategies since the 1970's covering broad conceptual topics such as the "broken windows" theory. Following the initial class, each week will focus on a specific policy issue or policing strategy. Issues to be covered including policing strategies to address violent crime, narcotics trafficking and terrorism. Additional topics to be covered will include community policing, procedural justice, and crisis intervention. Readings will be comprised on books,



cases and other relevant publications. Students will be evaluated based on class participation, a research paper, and a take-home final examination.

Spring 2017 – Sharon Fairley

### **Legal Elements of Accounting**

LAWS 43247 - 01 (1) ++, SKLL, BID

This mini-course introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of various persons involved in producing, regulating, and consuming financial accounting information. The course will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades will be based on a take-home assignment. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD students, and undergraduate finance or accounting majors) may not take the course for credit.

Winter 2017 - John R. Sylla

### **Legal History of Early China**

LAWS 53364 – 01 (3) BID, LEC, SEM

The purpose of this course is to enhance the students' understanding of the application of law and legal theory through study of the growing body of legal texts from pre-imperial and early imperial China. In addition to situating the Chinese legal materials in their varying legal, social, political, cultural and historical contexts, and thereby highlighting some of their unique elements, the course also familiarizes students with a wide range of theoretical materials (eg., anthropological, legal philosophical, economic, etc.) which may be useful in bringing to light any universalities of legal systems and behavior. However, discussion of any given text will be directed in large part by the nature and contents of the material itself. The Chinese materials, all readings of which will be in translation, range from commemorative inscriptions cast in bronze sacrificial vessels and descriptions of legal practices in received texts, to actual statutes and case records, philosophical texts and legal debates. The medium, discovery/transmission, and authorship of each document will be given due consideration for the effect they may have on our understanding of the contemporary legal context from which the text derives. The course culminates with student presentations on the material of their choice. Preparation for presentations will be conducted in consult with the instructor. Students are

encouraged to draw from their study of other legal systems and/or systems of legal thought (both modern and pre-modern) in their discussion of the ancient Chinese material. It is hoped that the course will help students question their own assumptions about legal behavior, and the nature and role of law and legal systems in early China, specifically, and within the human world, generally.  
Spring 2017 – Laura Skosey

### **Legal Interpretation**

LAWS 51602 – 01 (3) WP, BID, SEM

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.

Winter 2017 – Frank Easterbrook

### **Legal Issues in International Finance**

LAWS 53390 – 01 (2 or 3) BID, SEM, WP

This seminar will discuss legal issues with respect to international finance: activities involving cross-border payment and investment. Financial markets all over the world have been undergoing a higher degree of global integration in terms of service/product, capital and people. It is also an area where inter-government cooperation and coordination are mostly active, pushing for the establishment of numerous international organization and for the convergence of legal rules in many aspects. Meanwhile, regulation of financial transactions and market players and its enforcement remain largely domestic and fierce competition between sovereign states is increasing dramatically. Such a strong contrast presents exiting and complex challenges that worth intellectual reflection and discussions among lawyers. By applying useful theoretical framework and citing recent empirical studies, we will analyze these challenges and assess a few emerging legal resolutions, such as the following ones: how to control moral hazards on both creditors and debts in preventing and dealing with banking failures, how to protect individual investors among high-powered financial firms with opportunities of regulatory arbitrage around the world, and how to identify and control risks associated with debt financing raised by sovereign investors or quasi-government entities, especially those from the emerging market. Theoretical themes such as

institutional competition and private enforcement will also be addressed in the light of recent development in international finance. The focus of this seminar will not be on domestic law of banking and financial institution in the US. But examples will be drawn from the US as well as Europe, Japan and a number of emerging market including China. Due to time constraints, we will not elaborate on issues relating to foreign exchange, the payment system and the clearance system for international finance.

No background on finance or economics is required. Some basic understanding of banking, lending and securities regulation would be helpful for participation in class discussions.

Students will be graded on a number of short research papers and class participation. Students wishing to take the seminar for three credits must submit an additional 10-12 page research paper.

Winter 2017 – Ruoying Chen

### **Legal Profession**

LAWS 41002 - 01 (3) PR, BID

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

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

This class will be capped at 50.

Spring 2017 - Barry S. Alberts

### **Legal Profession: Ethics**

LAWS 53101 - 01 (3) WP, PR, SEM, LEC, BID

This seminar addresses ethical considerations and issues encountered during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar. Using materials from casebooks, the rules of professional conduct, cases or articles of particular interest and videos, we will discuss within the context of the Model Rules the ethical situations that lawyers face. There will be a particular focus on the ambiguities of how to handle particularly difficult issues encountered in the practice of law and the rules and framework to which attorneys can turn in determining how to handle those situations. Throughout the seminar, we will consider certain overarching questions, including:

- a. are lawyers authorized by their duties to clients to lie,
- b. is civility consistent with the duty of vigorous representation,
- c. is social media beyond the rules, and
- d. can there be a conflict without direct adversity.

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

hypotheticals. Students will be evaluated both on the quality and extent of their participation and on the basis of a paper of 20 pages in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Short presentations of the paper will be incorporated into the class. Attendance is mandatory.

Winter 2017 - Hal R. Morris

### **Legal Profession: Ethics in Government and Public Interest Legal Practice**

LAWS 53104 – 01 (3) PR, BID, LEC, SEM

This seminar, which satisfies the professional responsibility requirement, will address the ethical rules and principles that govern government and public interest attorneys. Among the topics that will be explored is the challenge of defining who the client is in government practice. Time will also be devoted to exploring the nature of the attorney-client relationship, conflicts of interest, candor requirements and various other duties and obligations imposed upon government and public interest attorneys, whether they litigate cases or not. Real world scenarios will be used to illustrate the various ethical issues attorneys face each day. The class will meet once a week. A student's grade will be based upon the quality of in-class participation, a take-home final exam and a 10 page paper on a topic of the student's choosing in consultation with the Instructor.

Spring 2017 – Lynda Peters

### **Legislation and Statutory Interpretation**

LAWS 44201 - 01 (3) 1E, BID, CORE

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

Spring 2017 - Aziz Huq

### **LGBT Law**

LAWS 53365 – 01 (2) BID, LEC, SEM, WP

This seminar examines the treatment of gender, sexual orientation and related questions of sexuality and identity in the U.S. legal system. The course emphasizes constitutional jurisprudence and theory with a particular focus on the First Amendment and the equal protection and due process guarantees, and statutory antidiscrimination provisions. Topics covered include marriage rights, student speech, the definition of sex under the equal protection guarantee and statutory antidiscrimination provisions, the rights of students to access sex segregated

facilities, public and private workplace concerns, rights of intimate and expressive association, and asserted conflicts between religious liberty and nondiscrimination principles.

Winter 2017 – Camilla Taylor

### **Life (and Death) in the Law**

LAWS 53348 – 01 (2) WP, BID, SEM

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

Spring 2017 – Herschella Conyers

### **Litigation Laboratory**

LAWS 81015 - 01 (3) WP, SKLL, BID, LEC, SIM

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

Winter 2017 - James A. Clark; Catherine M. Masters

### **Local Government Law**

LAWS 43228 - 01 (3) CORE

This course examines the law regarding the provision of public goods and services at the state and local level. It explores the way in which local government law addresses the issues of what services a local government should provide, which residents should receive those services, who pays for the services provided, and how these decisions are reached. In the process, it explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships.

Winter 2017 - Julie Roin

### **Marketing Strategy**

LAWS 43256 - 01 (3) BID, CORE, DOC

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

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

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

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

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

Autumn 2016 - Sanjay Dhar

### **Mental Health Advocacy Clinic**

LAWS 90213 - 01 (1, 2, or 3 per quarter, 9 maximum) ++, A, WP, SKLL, CLN

Mental Health Advocacy teaches a variety of advocacy skills. With the permission of the clinical teacher, students may choose to focus on litigation, legislation, or both. Students engaged in litigation may interview clients and witnesses; research and draft pleadings and legal memoranda, including briefs to reviewing courts; conduct formal and informal discovery; negotiate with opposing counsel and others; conduct evidentiary hearings and trials; and present oral argument in trial and appellate courts. Students who have completed fifty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices. Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings. In addition to discrete

advocacy skills such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients and advocacy for systemic change. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged, but not required, for all students. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit.

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

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

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

Autumn 2016, Winter 2017, Spring 2017 - Mark J. Heyrman

### **Mergers and Acquisition Agreements**

LAWS 53366 – 01 (3) BID, SEM

In this seminar we will examine issues that may arise in the negotiation of: (1) merger agreements in which the target is a public company; (2) stock purchase agreements under which all of the target's outstanding shares are acquired; and (3) asset purchase agreements. For each type of agreement, we will begin with a discussion of significant issues that tend to be present. We will then have a simulated negotiation based on a hypothetical situation in which the parties will be attempting to negotiate contractual language that would be part of the type of agreement at issue. In that simulated negotiation certain members of the class will be named counsel or a business representative for either the buyer or the seller and will engage in negotiations (which may be both inside and outside of class) and efforts to draft appropriate contractual provisions to which the parties can agree. Each student will be counsel to a party at least once. Grades will be based on classroom performance and on the draft and final contractual provisions submitted. Some of the topics in this class will also be covered in Mergers and Acquisitions, but that course is not a prerequisite for this seminar and students may take both classes.

Spring 2017 - Scott Davis

### **Mergers and Acquisitions**

LAWS 53107 – 01 (3) CORE

In this course we will examine a number of the important legal and practical issues that arise in connection with mergers and acquisitions of U.S. businesses. These include: (1) the differences between mergers and tender offers, and the advantages and disadvantages of each type of transaction; (2) the duties of directors in change of control transactions; (3) special considerations applicable to going private transactions in which publicly held companies are acquired by controlling

shareholders or by entities with the participation or support of the company's management; (4) disclosure issues in public M&A transactions; (5) issues that arise in connection with hostile takeovers and takeover defenses; (6) deal protection provisions in public merger agreements; (7) some issues that arise in connection with merger, stock purchase, and asset purchase agreements; (8) issues relating to fraud claims brought in M&A transactions; (9) some of the rights that sellers may have after agreements are signed if the buyer can't or won't close; and (10) issues that arise in connection with preliminary agreements. The course materials will include articles and relevant judicial decisions, as well as some disclosure documents and model merger, stock purchase and asset purchase agreements. Some of the topics we will cover in this course may be covered in introductory business law courses, but students who have taken or are taking introductory business law courses should not hesitate to sign up for this course. Introductory business law courses are not a prerequisite for this course. Some of the topics in this course will also be covered in Buyouts and in Mergers and Acquisitions Agreements, but those courses are not a prerequisite for this course and students may take all three courses. Grades will depend on a take-home exam and class participation.

Autumn 2016; Winter 2017 – Scott Davis

### **Modern Professional Responsibility**

LAWS 41018 - 01 (3) PR, BID

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

Autumn 2016 - Mark D. Nozette

### **Money and Criminal Justice**

LAWS 53367 – 01 (2) BID, SEM

This seminar explores the roles money plays in the criminal justice system. Potential topics include indigent defense funding, for-profit policing, the prison-industrial complex, liability insurance, private prisons and police, federal grants, and bail. Readings will be interdisciplinary. Grades will be based on class participation and reaction papers and/or online posts.

Autumn 2016 – John Rappaport



**Moot Court Boot Camp**

LAWS 95030 - 01 (1) SKLL, BID, SIM

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will receive two different cases and prepare and submit argument outlines in advance. During the workshop, students will gain hands-on experience by conducting multiple oral arguments before a variety of alumni and other practicing attorneys, judges, and faculty, who will provide feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short, written assignment that we will discuss and revise during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing, we will learn, promotes successful oral advocacy, and vice versa.

This class, which will meet for the weekend of October 29-30, is an optional supplement to the Hinton Moot Court Competition. One credit will be granted for the weekend course and an additional credit will be granted upon completion of two judged arguments as part of the Hinton Moot Court Competition. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required.

Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail. Autumn 2016 - Elizabeth Duquette; Lisa Noller

**Municipal and State Insolvency**

LAWS 53233 - 01 (2) ++, BID, SEM

This seminar focuses on the legal issues that arise when a state or municipal government becomes financially distressed, with particular emphasis on the evolution of Chapter 9 of the Bankruptcy Code from the 1930s until the present day. Students are required to write a series of short papers. Taking bankruptcy law before or concurrently with this course is useful, but not required.

Winter 2017 - Douglas Baird

**Negotiating International Agreements: The Case of Climate Change**

LAWS 53387 - 01 (2 or 3) BID, LEC, SEM

This seminar is a practical introduction to the negotiation of international environmental agreements, with a focus on climate change. Students will learn about the cross-cutting features of international environmental agreements and, through the climate change lens, explore the process of negotiating such agreements, the development of national positions, the advocacy of positions internationally, and the many ways in which differences among negotiating countries are resolved. The seminar will also examine the history and substance of the climate change regime, including, *inter alia*, the 1992 UN Framework

Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, and the Paris Agreement, concluded in December 2015. Grades will be based on class participation and a series of short reaction papers. With permission of the instructor, students may receive three credits for the seminar by writing an additional 10-12 page research paper.

Winter 2017 – Sue Biniaz

### **Negotiation Theory and Practice**

LAWS 53368 – 01 (3)

This course offers students an opportunity to develop negotiating skills and strategies for application in all areas of personal and professional life. Students will be introduced to conceptual frameworks for understanding how agreements are reached or not reached, and they will have ample opportunities to practice negotiation in structured simulations and other exercises. Assigned readings and seminar discussions will consider contributions from law, game theory, psychology, and more. Students will be encouraged to develop their own tools and practices of inquiry to enable continued learning about negotiation beyond the limits of the quarter.

Autumn 2016 – Ian Solomon

### **Non-Profit Organizations**

LAWS 53202 - 01 (2) BID, SEM

This seminar explores the laws associated with non-profit organizations and charitable giving, with a particular emphasis on tax-related issues. Grades will be based on a final examination. Instructor's approval is required for students who have not completed or are currently enrolled in Introductory Income Tax.

Winter 2017 - Daniel Hemel

### **Partnership Taxation**

LAWS 44301 - 01 (3) ++, SKLL, BID

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

Spring 2017 - Todd D. Golub; Richard M. Lipton

### **Patent Law**

LAWS 43244 - 01 (3) BID, CORE

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

understanding of the patented technology itself. Student grades are based on an in-class final examination. Students from all backgrounds -- technical or not -- are encouraged to enroll.

Spring 2017 - Jonathan Masur

### **Patent Litigation**

LAWS 53254 - 01 (3) ++, SKLL, BID, SEM, LEC

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

Spring 2017 - Steven C. Cherny; Jason Wilcox

### **Poverty and Housing Law Clinic**

LAWS 91301 - 01 (3 or 4 per quarter, 7 total) A, SKLL

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law by giving them the opportunity to work on housing cases at LAF, the Midwest's largest provider of free civil legal services to the poor. Students may be asked to attend administrative grievance hearings, represent tenants facing unwarranted evictions, and prevent landlords from performing lockouts or refusing to make necessary repairs. All students will be expected to interview clients, prepare written discovery, conduct research, and draft motions. In addition to working 12 hours a week at LAF, students will attend a weekly two-hour class to learn about subsidized housing programs, eviction actions, housing discrimination, the intersection between domestic violence and housing, and the extensive and often misunderstood connection between criminal law and housing. Enrollment is limited to eight 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%), a paper (10%), and work at LAF (70%).

Winter 2017, Spring 2017 - Lawrence Wood

### **Poverty Law**

LAWS 57402 - 01 (2 or 3) WP, BID, SEM, LEC

In Poverty Law, we explore the role that lawyers can play in challenging the distribution of wealth in American society. We focus primarily on the patchwork of government programs we call the "safety net" such as programs providing cash (welfare), food assistance, and Medicaid. We try to deepen our understanding, as lawyers and as citizens, of how such programs, a frequent source of discussion in

current media, function in reality. In the process, we enjoy many opportunities to explore whether and how program structures reflect or reinforce prevailing cultural attitudes and assumptions about program participants including attitudes and assumptions based on gender and race. We also debate, from practical, political, legal and ethical perspectives, what government can or should do, when administering safety net programs, to address what policy makers identify as root causes of American poverty.

Spring 2017 – Miriam Hallbauer

### **Pre-Trial Advocacy**

LAWS 81008 - 01 (2) ++, SKLL, BID, SIM, LEC

This seminar will focus on litigation strategies and skills that are instrumental in the day-to-day life of a litigator, many of which are used in both the pretrial and trial phases of litigation. Students will get to interview witnesses, negotiate discovery disputes, take depositions, cross-examine witnesses and draft and argue motions in limine, in addition to learning to evaluate and develop facts and legal theories and study tactical moves to disarm the opposing side and narrow the case for trial. The seminar employs a variety of learning methodologies, including lectures, small group discussions, and participation in mock exercises with live witnesses. Students taking Pre-Trial Advocacy are also eligible to enroll in the Intensive Trial Practice Workshop. Because of the overlap in topics, students are ineligible for Pre-Trial Advocacy if they have taken or are currently enrolled in any of the following litigation clinics: Criminal and Juvenile Justice Project Clinic; Civil Rights Clinic: Police Accountability; Mental Health Litigation Clinic; Complex Mental Health Litigation Clinic; Exoneration Project Clinic; Employment Discrimination Clinic; Abrams Environmental Law Clinic; and Federal Criminal Justice Clinic. The student's grade is based on class participation, including participation in mock exercises, and written work product.

Autumn 2016 - Erin E. Kelly; Lisa Hausten

### **Privacy**

LAWS 43250 – 01 (3) BID, SEM

This seminar surveys America's efforts to draw boundaries between the public and private spheres. Substantive topics of discussion may include privacy tort law, constitutional and statutory privacy frameworks, Internet privacy; health care and genetic privacy; sexual privacy; FTC privacy regulation, and European privacy law. The student's grade is based on a series of bi-weekly reaction papers, one of which will require outside research, and class participation.

Winter 2017 – Lior Strahilevitz

**Private Equity in Asia**

LAWS 53228 - 01 (3) WP, BID, SEM, LEC

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

This seminar will address current developments in private equity across major countries in Asia. We will examine the rise of the industry in the region, the role of private equity in economic development, and the nature of recent Asian private equity deals. Using case examples, we will evaluate deal opportunities and simulate investment decisions in eight different countries. Grading will be determined by class participation during the discussion of cases and readings and by performance across three short papers. The first paper will examine private equity in the macro-context of economic transformation; the second will focus on the evaluation of a recent deal; and the third will address the terms in a prospective deal negotiation.

Autumn 2016 - Tom J. Manning

**Private Equity Transactions: Issues and Documentation**

LAWS 53224 - 01 (3) ++, SKLL, BID, SEM, LEC

This seminar will examine from a practical perspective the issues and documentation arising in a typical private equity acquisition transaction. The seminar will follow this type of transaction through its various stages and provide students in-depth and practical experience with common deal issues and drafting contractual provisions to address those issues. The goal of the seminar is to help prepare students for the practical aspects of being a deal lawyer. Coursework will include reading acquisition contracts, cases and legal commentators and weekly written assignments (contract drafting and issue analysis).

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

Business Organizations and Contracts are prerequisites.

Winter 2017 - Mark A. Fennell; Stephen L. Ritchie

### **Professional Responsibility**

LAWS 41016 - 01 (3) PR, BID, LEC, SEM

This seminar will focus on the rules governing the legal profession and practical applications of the rules. Class materials will include the ABA Model Rules of Professional Conduct and a textbook; we may also read supplemental materials from time to time. Grades will be based on an in-class final exam, weekly response papers, and a class participation component.

This seminar will fulfill the professional responsibility requirement.

Winter 2017 - Martha M. Pacold; Daniel Feeney

### **Professional Responsibility and the Legal Profession**

LAWS 43284 - 01 (3) PR, CORE

This course provides a systematic treatment of the law of professional responsibility. The central goal is to understand how the rules of professional conduct guide lawyer conduct and shape the legal profession. Toward that end, we will begin by examining the lawyer's key duties to clients in different contexts, paying attention to differences based on what lawyers do (advocacy, advising, negotiating), where they work (law firms, corporate legal departments, government legal offices, public interest organizations, legal services groups), and what types of clients they represent (individuals, classes, organizations). Drawing upon case materials and problems, our emphasis will be on how lawyers define and resolve ethical problems while promoting their public duties in the real world of practice. We will pay special attention to the two foundational rules of professional responsibility "client confidentiality and conflicts of interests" and will consider how market changes and demographic shifts impact the lawyer's role. Overall, the course is designed to help you think critically about the challenges you will face in the profession you are about to enter and how you can best meet them in the pursuit of your professional goals.

Autumn 2016 - Anna Marshall

### **Project and Infrastructure Development and Finance**

LAWS 53110 - 01 (3) ++, WP, BID, SEM, LEC, CL

This seminar is focused on the development and project financing of infrastructure facilities. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for lawyers. Public private partnership structures will be examined. Representative transactions, principally in the energy, transportation and public infrastructure sectors, will be selected for analysis and discussion. Infrastructure projects such as these provide a convenient vehicle for discussion of contractual provisions, structuring parameters, financial analysis, and legal practice issues common to a broad range of business and financial transactions. The classes will be discussion oriented; grades will be based on 3-4 short papers, an analytical paper of 10- 13 pages based on a case study and class participation.

There are no pre-requisites, although basic corporation law is recommended. The readings will be taken from textbooks, professional journals, and actual commercial and financial contracts. A speaker from the financial community with a wide range of experience is expected.

Enrollment is limited to 25 students.

Autumn 2016 - Martin D. Jacobson

### **Prosecution and Defense Clinic**

LAWS 91201 - 01 (3 or 4 per quarter, 7 total) A, SKLL, CLN

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 career defense lawyer; and, (2) a clinical placement in either a prosecutor's office or public defender's office. The course will familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues encountered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice, and hands-on experience through a clinical placement.

Each student in the clinic will be responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters. Examples include the U.S. Attorney's Office for the Northern District of Illinois or the Public Defender's office in any northern Illinois county. Students will comply with the clinical placement's requirements regarding hours and assignments, and may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

Other components of each student's grade are: seminar classroom participation; trial practice exercises; journal entries; and, a 10-page practice paper or research paper. There is no final exam (in either quarter) and students will earn up to seven credits for the course, depending on the placement. Because of the practical component, the class size will be limited to twelve 2L or 3L students.

Winter 2017, Spring 2017 - Lisa M. Noller; Molly Armour

### **Public Choice**

LAWS 43218 - 01 (3) BID, CORE

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 the meaning of precedents and to the way we structure appeals). As the course proceeds, we explore specific topics in law, such as the possibility of judicial vote-trading, the role of referenda in some jurisdictions but not others, and the role of precedent itself. Grades will be based on a final examination.

Winter 2017 - Saul Levmore

### **Public Corruption and the Law**

LAWS 53205 - 01 (2 or 3) ++, WP, BID, SEM, LEC

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 2017 - David H. Hoffman

### **Public International Law: Human Rights**

LAWS 43285 - 01 (3) CORE, SRP, WP

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, and international adjudication. Most examples are drawn from the field of human rights so that the course can serve as an introduction to that topic as well. Grades will be based on class participation and an examination. A paper option is allowed for students who wish to write an SRP.

Autumn 2016 - Tom Ginsburg



**Public Land Law**

LAWS 44501 – 01 (3) CORE

This course introduces the law governing public lands in the United States, including the preservation and the exploitation of the natural resources on those lands. The course deals with the administrative structures and the legal doctrines that have been developed to control use and enjoyment of the public lands. It takes up selected subjects to illustrate how the system works. Among possible subjects for inclusion are: the national parks, timber policy, grazing rights, mining law, protection of wildlife, and wilderness preservation. The choice of subjects to be studied will depend in large part on the interests of the students who enroll.  
Autumn 2016 – Richard Helmholz

**Racism, Law, and Social Sciences**

LAWS 54303 - 01 (3) SRP, WP, BID, SEM

This seminar will provide an in-depth study of theories and methods for analysis of racialization in past and present societies. Analyses of the social construction of racial and ethnic identities have facilitated studies of the ways in which social differences are created, maintained, and masked. Subjects to be addressed in this seminar include the interrelation of racializing ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. We will also consider the related histories of biological and genetic concepts of different races within the human species as part of the context of our study of racism operating within social processes. Requirements for this seminar course include preparation of a research paper and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP).

Winter 2017 - Christopher C. Fennell

**Religion, Law, and Politics**

LAWS 53335 - 01 (3) WP, CL, BID, SEM, LEC

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.

Autumn 2016 - Sylvia Neil

**Reproductive Health and Justice**

LAWS 53131 - 01 (3) WP, BID, SEM, LEC

This seminar will examine the history and evolution of legal protections for abortion, contraception and other reproductive health care. We will look at state and federal constitutional, statutory and common law theories used to secure and protect these rights. We will explore current threats and growing barriers to access,

including ever-expanding assertions of religious beliefs to limit access to reproductive health care. We will also look at advocacy strategies for addressing those threats and barriers.

Grades are based on a final paper and class participation.

Spring 2017 - Lorie Chaiten

### **Retail Law and Transactions**

LAWS 81024 – 01 (3) SKLL, BID, SEM

This seminar addresses the principal legal issues and commercial challenges facing the retail sector. Particular attention will be paid to relations with vendors and other third-party business associates, and customers, the effect of the evolving economy on these relations, and the challenges and opportunities brought about by globalization, technology, social media, and e-commerce. Students will develop an understanding of key corporate, IP, contracting, sourcing, regulatory and other legal issues and practice pitfalls. The instructors will emphasize the practical interplay and tension between commercial realities and legal requirements, and strive to demonstrate the increasing professional burdens and responsibilities to which “in-house” counsel are subject. At times, the instructors will use a case-study format to emphasize identification and resolution of key issues and risks experienced by retailers, as well as to highlight examples of retailers both thriving and struggling to adapt to change. The instructors also will use actual contracts, retailer policies and practices, litigation materials and internal-investigation documents. The class will participate in multiple role-playing scenarios, including contract negotiations and a crisis management reenactment. Tony Bangs, formerly Senior Vice President and General Counsel of the Neiman Marcus Group, and Nate Lutz, Senior Counsel of Meijer, will co-teach this seminar with Professor Zarfes, whose in-house experience was gained as Executive Vice President and General Counsel of Cap Gemini Ernst & Young. Grades will be based upon quality of class participation, including participation in negotiation exercises (75 percent), and performance of a group project to be undertaken outside of class and presented in class (25 percent). The instructors will emphasize quality of oral and written expression and legal analysis.

Autumn 2016 – David Zarfes; Nathan Lutz; Tony Bangs

### **Right to Health International Facets and Local Application: Selected Aspects**

LAWS 43288 – 01 (1)

The course of 5 modules will examine the Right to Health internationally and its domestic application. The first module will deal with international treaties, the general principles and the jurisprudence, sources of human rights law, evolution of human rights treaties, differences in common and civil law countries, differences within human rights treaties and comparing them with and other treaties, including the TRIPS Agreement and Free Trade Agreements and their consequent impact. It will also deal with obligations of States internationally, nationally

domestication, interpretation, sovereignty, enforcement. The second module will deal with the principles of the Right to Health under the ICESR and its various facets as elaborated in General Comment 14 including principles of non discrimination, informed consent, vulnerable groups and participation of those affected, the application of the Right to Health in domestic jurisdictions as also the evaluation and critique of the Right to health. The third module will deal with practical application of the principles elaborated in the earlier modules as applied in the case of the HIV epidemic, the empowering and the participation of the persons directly and indirectly affected by the HIV epidemic, the concept vulnerable groups, the history of criminalisation of vulnerable groups, including sex workers, drug users and LGBTI communities and the methods adopted to deal with that. The fourth module will deal with the TRIPS Agreement and Access to Medicines, the principle of flexibility, patents on medicines, their ever greening and tools adopted by States to deal with that. It will also deal with the substantive and procedural aspects of the grant of a patent and oppositions to it; making affordable medicines through competition and the role of the generic industry in that as also future challenges to that. The fifth module will deal with the Free Trade Agreements, Trade investment Agreements the push towards TRIPS plus provisions, the reduction of policy space for the States and consequent the impact they have on access to medicines and the Right to Health. In particular the module will touch on the Investor State Dispute settlement fora as also on the human rights accountability of the Trans National Corporations and the challenges ahead to get that done.

Autumn 2016 – Anand Grover

### **Roman Philosophers on the Fear of Death**

LAWS 53370 – 01 (3) CL

All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that makes them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of *The Journal of Philosophy*). The course will focus on several major Latin writings on the topic: Lucretius *De Rerum Natura* Book III, and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams.

Prerequisite: ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.

Winter 2017 – Martha C. Nussbaum

### **Secured Transactions**

LAWS 42201 - 01 (3) BID, CORE

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 2016 – Douglas Baird

### **Secured Transactions**

LAWS 42201 - 01 (3) BID

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

Winter 2017 – Erin Casey

### **Securities Regulation**

LAWS 42401 - 01 (3) BID

This course examines the federal statutes and administrative regulations governing the issuance and sale of securities in the United States. We will cover the registration and distribution of securities by issuers, such as through initial public offerings or private placements; exemptions from registration requirements, such as those used by private equity and hedge funds; federal disclosure obligations, such as quarterly reports and proxy filings; and theories of liability for securities violations, such as insider trading and fraud. The student's grade will be based primarily on a final in-class examination but valuable class participation may also be taken into account.

Autumn 2016 – William Birdthistle

### **Securities Regulation**

LAWS 42401 – 01 (3) ++, BID, CORE

We will examine in detail the law regulating the issuance and sale of securities (that is, stocks, bonds, and other financial instruments) in the United States. Topics will include: initial public offerings (IPOs), the regulation of stock exchanges, private placements of stock, securities fraud litigation, and the regulation of broker-dealers. Winter 2017 – M. Todd Henderson

### **Selected Topics in Conflict of Laws**

LAWS 53389 – 01 (2) BID, SEM

This seminar will examine the legal framework for the resolution of interstate conflict of laws within the U.S., focusing on the choice of law principles that courts apply to determine the rule of decision in cases where the relevant parties, conduct or transactions have connections to more than one state. Topics include the traditional and modern approaches to choice of law; federal constitutional limitations on choice of law; conflict of laws in the federal system, and the role of international conflict of laws rules on the domestic enforcement of foreign judgments, among other topics. There are no prerequisites for this seminar. Student grades are based on class participation and a series of short response papers.

Spring 2017 – Daniel Abebe

### **Strategies and Processes of Negotiation**

LAWS 81002 – 01 (3) SIM, SKLL, BID, DOC

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

Winter 2017 – George Wu

### **Structuring Financial Instruments**

LAWS 53223 – 01 (2 or 3) ++, WP, SKLL, BID, SEM, LEC

This seminar introduces tax, legal, accounting and economic principles relevant to the structuring of complex financial instruments—from forwards, swaps and options to convertible bonds and other securities with embedded derivatives. Throughout the seminar, different products designed to achieve similar economic goals will be examined to highlight the significance of structuring choices and the range of techniques available. For example, there are various products that can be

used to approximate the economics of buying an asset, without an actual purchase of that asset. The seminar will examine how these products are treated differently for tax, securities law, commodities law, bankruptcy, accounting and other purposes, notwithstanding their economic similarity. Students will develop the ability to optimize transactions by selecting among existing financial instruments or inventing new ones. The seminar will also include discussion of policy issues. No specific prerequisites, but introductory income tax recommended, and knowledge of securities law and bankruptcy law helpful. The seminar will be assessed via a) a series of reaction papers (2 credits) or b) via a full-length research paper (3 credits). Class participation and attendance will be considered.  
Spring 2017 - Jason Sussman

**Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions**  
LAWS 43225 - 01 (3) ++, SKLL

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

Substantive subjects include federal income tax, securities regulation, corporate law, partnership law, LLC law, bankruptcy law, fraudulent conveyance law, and other legal doctrines, as well as accounting rules and practical structuring issues (including use of common and preferred stock, subordinated or mezzanine debt, convertible debt, convertible preferred stock, warrants, and options), all reviewed in a transactional context, and with discussion of their policy underpinnings and likely future evolution.

No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, and knowledge of corporate law, securities regulation, bankruptcy, and accounting helpful. However, the course book and the course book appendix contain adequate discussion and supplemental precedents for an understanding of the material covered by the course. The grade is based on a final in-class examination.  
Spring 2017 - Jack S. Levin; Donald Rocop

### **Tax Issues in Bankruptcy**

LAWS 53371 – 01 (2) ++, BID, LEC, SEM

This seminar provides a basic background in tax issues that affect troubled companies, with special attention to tax issues that arise under the Bankruptcy Code. The seminar will emphasize the tax consequences that can flow from transactions while a case is pending under Title 11 or when a taxpayer engages in an insolvency workout. Additionally, the class will cover the treatment of tax claims in bankruptcy and the litigation of tax liabilities in bankruptcy court. The seminar will primarily focus on corporations in bankruptcy under Chapter 11, but there will also be discussion of the tax effects on individuals and partnerships. Specific topics to be covered include modifying debt and its consequences, the exclusion for discharge of indebtedness income, taxable versus tax-free reorganizations of companies in bankruptcy, special net operating loss change in ownership rules, and certain related consolidated return considerations.

Registration Requirements: Introductory Income Taxation is required except with permission of instructor. Taxation of Corporations I and II and Bankruptcy and Reorganization: The Federal Bankruptcy Code both provide relevant background information, but are by no means required.

Evaluation Methods: Final Examination.

Autumn 2016 – Todd Maynes; Thad Davis; Anthony Sexton

### **Technology Policy**

LAWS 53287 - 01 (2 or 3) BID, SEM

This seminar will look at a mixture of old and new materials on technology and the law, with a special focus on the intersection of antitrust and intellectual property. We typically read 2-5 recent books.

Students write blog posts on the readings which will be posted on the class blog. Students will also comment on posts by other students.

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

By default, this seminar is 2 credits, but you can earn a third credit if you choose to write a meaningful additional independent study paper for 1 credit.

The syllabus for the seminar is at [picker.uchicago.edu/seminar/syllabus.htm](http://picker.uchicago.edu/seminar/syllabus.htm) and the class blog is at [picker.typepad.com/picker\\_seminar/](http://picker.typepad.com/picker_seminar/).

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

Winter 2017 - Randal C. Picker

### **Telecommunications and Internet Law**

LAWS 43214 - 01 (3) CORE

This is an introductory course looking at the regulatory regimes in the U.S. that apply to telephony (both wireline and wireless) and the infrastructure of the Internet. In particular, this course will explore the legal and policy history behind such regulation and the difficulty of classifying new technologies and applying the existing regulatory regimes to new technologies. This course will not cover mass

media regulation (broadcast television and radio, or cable television). Grades will be based upon class participation, a few short reaction papers, and a final in-class exam.

Spring 2017 - Joan E. Neal

### **Textual Interpretation: Linguistics and the Law**

LAWS 53372 – 01 (3) WP, BID, LEC, SEM

Natural language is the primary tool of the law. Lawyers and judges, called upon to interpret contracts, statutes, and other written documents, have developed methodologies for ascertaining the meaning of the parties as expressed in the writing, according to the rules of grammar. (Thayer, 1892).

Methodologies for textual interpretation rest on a number of assumptions about meaning, ambiguity, vagueness, and other aspects of language. But jurisprudence rarely questions those assumptions. The purpose of this seminar is to test the assumptions against philosophical theories, using tools developed in the field of Linguistics.

For example, the late Supreme Court Justice Antonin Scalia advocated for textualism, an approach which rests on the premise that words and sentences have a “plain meaning.” This seminar looks to the classic works of philosophy of language to investigate the concept of “plain meaning.”

The students will read original essays by Frege, Russell, Quine, Strawson, Donnellan, Grice, and other philosophers. Modern linguists, including Chomsky and Fodor, are also on the reading list. Each session will tackle a problem pondered by analytical philosophers (after many decades, their word puzzles are still intriguing). For each problem we will discuss the legal implications; each problem is illustrated by at least one court case in which a metalinguistic understanding of the text might have been helpful in deciding the case.

The seminar explores:

- What is the relationship between the words of a document and the document’s legal effect?
- Does meaning reside only in the private thoughts of the speaker and listener (writer and reader); if not, which aspects of semantic content are intrinsic to the text?
- If the notion of plain meaning is a convenient legal fiction, what policy purposes does it serve?
- What are the ways in which texts can be unclear (lexical ambiguity, syntactic ambiguity, scope ambiguity, vagueness, etc.)?
- When is a proposition true “by definition” and whose definition counts?
- What is the role of precedent in resolving vagueness?

First-year contracts is helpful. Background in Linguistics and Philosophy is not required.

Autumn 2016 – N. Elizabeth Diamond



**The Constitution Goes to School**

LAWS 43205 - 01 (3) CORE, 1E

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

Spring 2017 - Justin Driver

**The Chicago Journal of International Law**

LAWS 94130 - 01 (1, 1, 1) A, SRP

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

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

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

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

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

For more information on the journal, please visit [cjl.uchicago.edu](http://cjl.uchicago.edu).

Autumn 2016, Winter 2017, Spring 2017 – Daniel Abebe

**The European Convention on Human Rights**

LAWS 97117 – 01 (3) CL

Lech Garlicki is a Polish jurist and former judge on the Polish Constitutional Court and the European Court of Human Rights. This course offers an introduction to

the international human rights law as developed in Europe under the 1950 European Convention on Human Rights and under the case-law of the European Court of Human Rights. The European Convention represents the most developed mechanism of protection of human rights on a regional level and information on its practical operation may be relevant also for other regional and national systems. Prerequisites: Graduate or professional students: at least one Human Rights, Law, or European History course.  
Autumn 2016 – Lech Garlicki

**The Financial Crisis of 2008: Law and Policy**

LAWS 53109 - 01 (3) SRP, WP, BID, SEM

The financial crisis of 2008 was a watershed in American financial history. We look at the financial crisis and its aftermath from a predominantly legal perspective. Topics include why financial regulators were unable to stop the crisis from happening; how they responded to the crisis; and the policy and legal response to the crisis. Special attention will be given to the legal basis of the crisis response, and to the post-crisis litigation.  
Spring 2017 - Eric A. Posner

**The History of Civil Liberties in the United States**

LAWS 53220 – 01 (3) SRP, WP, CL, BID, SEM

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.  
Winter 2017 – Laura Weinrib

**The Legal Challenges of Early Stage Companies: The Lawyer as an Entrepreneur**

LAWS 53188 – 01 (2) BID, LEC, SEM

The seminar will explore the legal challenges that arise in taking a business concept and growing it into a sustainable entity. Tapping a number of legal disciplines, the seminar will examine how to identify a concept's value proposition along with its risks. The seminar will further explore securing funding with an emphasis on raising money under safe-harbor provisions and new crowdfunding regulations. Students will identify, present, critique and document potential new business concepts. A student's grade is based upon 3 short writing assignments and class participation.  
Winter 2017 – Michael Kennedy

### **The New Jim Crow**

LAWS 81025 – 01 (3) WP, BID, LEC, SIM

While lawyers often use their skills to argue facts given the constraints of current law; they too rarely use their skills to actually create or change the laws that constrain them.

This course hones students' ability to do both.

Students will hone these skills as they learn about, and fight against, the "New Jim Crow" which refers to discriminatory laws, policies and practices that prevent people with criminal records, disproportionately men and women of color, from accessing basic necessities like employment and housing.

With that lens in mind, this course will give students an opportunity to:

- 1 - Engage the men, women and youth impacted by the New Jim Crow in community and class settings;
- 2 - Research laws, policies, practices and pending legislation relating to the criminal justice system from across the world;
- 3 - Learn how to craft, draft, and present model legislation and policies designed to eradicate the New Jim Crow;
- 4 - Convert legal concepts into training materials that are easily digestible by lay-people and present them in a community setting; and,
- 5 - Write and present a 20-page research paper detailing the students' policy recommendation with appendices that include concise fact sheets relating to the model legislation presented.

Autumn 2016 – Todd Belcore

### **The Original Meaning of the Constitution**

LAWS 53374 – 01 (3) BID, SEM, SRP, WP

This seminar will explore the original meaning of the Constitution, both in theory and in substance. The first half of the seminar will cover debates over the theoretical foundations of "originalism," as well as considering how originalism might confront such problems as unforeseen circumstances and precedent. The second half will be historically oriented -- we will read historical materials and scholarship in several case studies on the original, historical, meaning of different parts of the Constitution. The case studies will likely include federalism, the First Amendment, and the Fourteenth Amendment. Students may complete either a series of short papers during the quarter or a longer research paper on an originalist topic (which has the option of being an SRP).

Prior constitutional law classes are not a prerequisite, and may or may not be helpful.

Winter 2017 – William Baude

### **The Roberts Court**

LAWS 50312 - 01 (3) SRP, WP, BID, SEM

Co-taught by Professor Lee Epstein and Mr. Adam Liptak (Supreme Court correspondent of the New York Times) with Judge Richard A. Posner and Professors Dennis Hutchinson and William M. Landes also participating, this course will examine the contemporary Supreme Court. Topics include the Court's membership; its procedures for selecting cases for review; the role of lawyers, law clerks, and journalists; and doctrinal developments in several areas of the law. Winter 2017 - Lee Epstein; Dennis J. Hutchinson; William M. Landes; Adam Liptak; Richard A. Posner

### **The University of Chicago Law Review**

LAWS 94110 - 01 (1, 1, 1) A, SRP

The Law Review publishes articles and book reviews by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars.

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

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

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

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

For more information on the Law Review, visit [lawreview.uchicago.edu](http://lawreview.uchicago.edu).

Autumn 2016, Winter 2017, Spring 2017 – Daniel Abebe

### **The University of Chicago Legal Forum**

LAWS 94120 - 01 (1, 1, 1) A, SRP

The Legal Forum is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and Comments (by students) that focus on a single area of the law. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

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

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

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

Please see the Student Handbook for additional details regarding the competition,

credits, and the SRP.

For more information on the Legal Forum, please visit [legal-forum.uchicago.edu](http://legal-forum.uchicago.edu).  
Autumn 2016, Winter 2017, Spring 2017 – Daniel Abebe

### **The US-China Treaty Project**

LAWS 53281 – 01 (3) BID, LEC, SEM

The United States and China are engaged in the most important bilateral relationship of our era, yet the relationship remains random, fragile, and mistrustful. China's rising influence threatens to change the global status quo, and the United States is understandably concerned. If these two giants learn how to collaborate, they could conceivably solve the world's greatest problems. Alternatively, if they elect to contest each other at every turn, the result will be global instability and crisis. Unfortunately, the Shanghai Communiqué, which helped to open China forty years ago, is no longer sufficient as a guide; a new framework is needed. The world has grown less structured and more volatile, and the two nations are more competitive than ever. The risk of conflict is growing along with the volume of sensitive interactions. It is time for both nations to negotiate a new bargain that will guide and support the steady maturation of their high-potential, high-risk relationship. This seminar will advocate that the two nations develop a new, fifty-year treaty in the form of a strategic cooperation agreement. We will define the rationale and the case for action, draft major components of the proposed treaty, outline the pathway required for adoption, and transmit our end-product to foreign policy authorities in Washington and Beijing. Grading will be determined by class participation and by performance across three short papers. The first paper will examine best practices in bilateral treaty development; the second will focus on critical factors in the future United States - China relationship; and, the third will require drafting of key components for the proposed treaty.

Spring 2017 – Tom J. Manning

### **Theoretical and Comparative Aspects of Corporate Governance**

LAWS 53375 – 01 (3) BID, SEM

In this seminar we shall explore some key concepts in corporate law from a theoretical (i.e. non-doctrinal) perspective. The materials will borrow heavily from the economic, psychological, financial and accounting literature. By the same token no formal education in either of these disciplines or in math is expected. Doctrinal materials will be treated as empirical observations. For instance, we might note that a given judicial dictum was made by some court as one notes the occurrence of facts, but then explore whether that dictum generates an optimal result. The seminar will be divided in two parts. During approximately the first half of the quarter I shall deliver introductory lectures. In the second half the students will make oral presentations on topics of their choice, which naturally will pertain to the subject of the seminar. Prior to making those presentations the students will be

expected to consult with me in order to make sure that their respective presentations are going in the right direction. By the end of the term the students will submit a written paper on the subject of their oral presentations. There will be no final exam. The final grade for students choosing not to be evaluated on a pass/fail basis will be the oral presentation (10%), class participation (10%) and the final written paper (80%).  
Spring 2017 – Uriel Procaccia

### **Topics in State and Local Finance**

LAWS 53193 – 01 (2) BID, SEM

This seminar looks at a variety of fiscal challenges facing state and local governments, and at the legal constraints on politically attractive solutions to these challenges. In past years, topics have included educational funding, pension funding, "welcome stranger" property tax assessment, eminent domain, and municipal bankruptcy.

Autumn 2016 – Julie Roin

### **Trademarks and Unfair Competition**

LAWS 45701 - 01 (3) BID, CORE

The course covers 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 take home examination.

Winter 2017 - Omri Ben-Shahar

### **Trial Advocacy**

LAWS 81010 - 01 (3) SKLL, BID, SIM, LEC

This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will be by lecture, demonstration, and exercise (including a mini-trial). Students who have taken the Intensive Trial Practice Workshop (LAWS 67503 or LAWS 81009) may not take Trial Advocacy (LAWS 81010). An understanding of the Federal Rules of Evidence is preferred but not a prerequisite. Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, and one or more written assignments. Enrollment is limited to 16 students. Spring 2017 - Jay Cohen

### **U.S. Supreme Court: Theory and Practice**

LAWS 50311 - 01 (3) SKLL, BID, SEM, LEC, WP

This seminar will provide an in-depth look at the U.S. Supreme Court, with particular emphasis on the skills required to practice successfully in that forum.

Students will not only discuss the Court as an institution, but they will also hone skills needed to navigate the certiorari process and to brief and argue before the Court. In addition to class participation, students will be graded on a legal brief (generally 15-25 pages in length) and on their performance in a moot court.  
Autumn 2016 - Michael A. Scodro

### **U.S. Taxation of International Transactions**

LAWS 44601 – 01 (3) ++, CORE

This course provides a survey of the US tax treatment of both inbound (foreign investment in the US) and outbound (US investment abroad) transactions. Though the principal focus of the class is on the US tax rules, some attention is paid to the interaction between US and foreign tax systems through the operation of the tax credit and tax treaties. Introductory Income Tax is a recommended prerequisite. Students grades will be based on a three-hour examination.

Winter 2017 – Julie Roin

### **Wealth Transfer Taxation**

LAWS 53379 – 01 (2) ++

This seminar will explore the laws and policies underlying the United States' system of wealth transfer taxation. The seminar will cover basic provisions of the estate, gift, and generation-skipping transfer tax laws, as well as arguments for and against the taxation of transfers. Introductory Income Taxation is a prerequisite. Students will be evaluated on the basis of a final take-home examination.

Autumn 2016 – Daniel Hemel

### **Women's Human Rights in the World**

LAWS 53380 – 01 (2 or 3) SRP, WP, SEM, BID

This seminar examines women's human rights from a global comparative perspective. We will explore the concept of substantive equality under international law through a focused inquiry into three areas of women's human rights - violence, reproduction and political participation. We will discuss the evolution of these rights, variations in state interpretation and implementation, and the social, economic, political and cultural factors that impact their realization. Each student is required to write a series of reaction papers throughout the quarter. Grades will be based on these papers as well as class participation. Students wishing to earn three credits must complete an additional research paper.

Winter 2017 – Claudia Flores

### **Workshop: Constitutional Law**

LAWS 63612 - 01 (1, 1, 1) A, SRP, WP, BID, SEM

This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted to the presentation and discussion of papers

from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year.

Enrollment may be limited.

This workshop may be taken for fulfillment of the Substantial Research Paper graduation requirement.

Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers.

As an alternative to writing a long paper, you may write two or more extended reaction papers (i.e., 10-12 pages) to the papers presented in the workshop.

You have to get our approval in advance for this option. We encourage it if you find that you have a lot to say about some of the workshop papers.

If you wish to receive Writing Project (WP) credit for this option, you must submit a draft of each of the two long response papers to us and satisfactorily incorporate our suggestions.

Autumn 2016, Winter 2017, Spring 2017 - Justin Driver; Aziz Huq

#### **Workshop: Judicial Behavior**

LAWS 63812 - 01 (1, 1, 1) ++, A, SRP, WP, SEM

The Workshop on Judicial Behavior provides students with a unique opportunity to read and analyze cutting-edge scholarship that focuses on how judges reach their decisions. In a case law system such as that of the United States, a realistic understanding of judicial behavior, which conventional legal instruction does not convey, is essential to the understanding and practice of law. Over the course of the academic year, six scholars from the fields of law and the social sciences will present their work.

By the end of the academic year, students will produce a major research paper on judicial behavior.

The Workshop is limited to twenty law students; interested students should contact Prof. Landes ([w-landes@uchicago.edu](mailto:w-landes@uchicago.edu)) by the start of Autumn quarter 2016.

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

Autumn 2016, Winter 2017, Spring 2017 - Frank H. Easterbrook; Lee Epstein; William M. Landes; Richard A. Posner; Dennis J. Hutchinson

#### **Workshop: Law and Economics**

LAWS 66012 - 01 (0, 1, 1) A, WP, BID, SEM

This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of working papers by guests, most of whom are renowned faculty from other institutions. In addition to workshop sessions, which occur approximately every other week, there will be occasional discussion sessions, which will serve as opportunities for students to engage in in-depth, informal discussion of topics in law and economics with the instructor.



This workshop does not require a research paper; grading is based on the completion of a series of reaction papers. Students interested in academic writing in law and economics are encouraged to use this workshop to develop their ideas. There will be 13 meetings of the workshop (5, 4, 4, in the three quarters, respectively).

Students will be required to submit 12 reaction papers. Each reaction paper is 2-3 pages long, for a total of 24-36 pages.

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

Autumn 2016, Winter 2017, Spring 2017 - Omri Ben-Shahar; William Hubbard

### **Workshop: Law and Philosophy: Current Issues in General Jurisprudence**

LAWS 61512 - 01 (1, 1, 1) ++, A, SRP, CL, SEM

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

The topic for 2016-17 will expose students to cutting-edge work in general jurisprudence, that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. We will be particularly interested in the way in which work in philosophy of language, metaethics, metaphysics, and other cognate fields of philosophy has influenced recent scholarly debates that have arisen in the wake of H.L.A. Hart's seminal *The Concept of Law* (1961). Please see [www.law.uchicago.edu/workshops/lawandphilosophy](http://www.law.uchicago.edu/workshops/lawandphilosophy) for additional information concerning each session.

Usual participants include graduate students in philosophy, political science, and divinity, and law students.

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

The paper may satisfy the Law School Substantial Writing Requirement.

Students must enroll for all three quarters to receive credit.

Students are admitted by permission of the instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e mail by September 20.

Autumn 2016, Winter 2017, Spring 2017 - Martha C. Nussbaum; Brian Leiter; Matthew Etchemendy

**Workshop: Legal Scholarship**

LAWS 68711 - 01 (3, 1, 2) A, CL, SKLL, BID, SEM

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

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

The full-year version may fulfill the WP or the SRP.

Autumn 2016, Winter 2017, Spring 2017 - Lisa Bernstein

**Workshop: Public Law and Legal Theory**

LAWS 63402 - 01 (0, 0, 1) A, BID, SEM

Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions.

Students must enroll for the entire year and will receive one pass/fail credit.

Students are required to read the papers, attend the workshop, ask questions, and to post questions to the online discussion board.

Autumn 2016, Winter 2017, Spring 2017 - Jonathan Masur; Richard H. McAdams; Jennifer H. Nou

**Workshop: Regulation of Family, Sex, and Gender**

LAWS 63312 - 01 (1, 1) A, CL, BID, SEM, WP, SRP

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse.

Autumn 2016, Spring 2017 - Mary Anne Case

**World Bank Practicum**

LAWS 53376 - 01 (3) WP

This practicum involves preparing memoranda on various issues for the Legal Department of the World Bank under the supervision of Professor Ginsburg. Students work in small teams to analyze an array of policy and legal issues. Past topics have ranged from an analysis of sovereign wealth, to lending in post-conflict zones, to a study of remedies. The course is limited to a small number of students each quarter.

Autumn 2016; Spring 2017 - Thomas Ginsburg

**Writing and Research in the U.S. Legal System**

LAWS 53266 - 01 (3) BID, SEM

In this seminar, international LLM students learn research and writing skills essential to the practice of U.S. law. Students learn how to use these skills to win arguments, persuade clients and sharpen their own thinking. We discuss and practice the major principles of legal writing in plain English - no jargon, no legalese. The class functions largely as a workshop where we apply multiple research techniques and analyze the impact of various writing styles. Students meet individually with the instructor throughout the course. Regular class attendance is mandatory. Students must complete all assignments before the take-home examination, which determines the student's grade. This class is open only to LLM students and satisfies the legal research and writing prerequisite for the New York Bar exam.

Autumn 2016; Winter 2017 - Elizabeth Duquette; Margaret Schilt

**Young Center Immigrant Child Advocacy Clinic**

LAWS 90211 - 01 (1, 2, or 3 per quarter, 9 maximum) A, SKLL, CLN

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

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

Direct Client Service: Pursuant to federal law, the Trafficking Victims Protection Act, the Young Center is appointed as Child Advocate for the most vulnerable of these children (tender age children, children with mental or physical disabilities, children who have experienced extensive trauma, etc.). Law students serve as Child Advocate for individual children, and are responsible for advocating for the best interests of the assigned child on issues relating to safe repatriation, legal relief, care, custody and release. Each student meets weekly with the child at the detention facility, and advocates on behalf of the child with federal officials, including immigration judges and asylum officers, under the supervision of Young Center attorneys. Since there currently is no substantive best interests of the child standard under the Immigration and Nationality Act, students look to international human rights law, including the Convention on the Rights of the Child, state child welfare law, and the child protection laws of the child's home country.

Policy Advocacy: In addition to serving as Child Advocate, clinic students have the opportunity to engage in legislative and policy advocacy aimed at improving the immigration system for children in removal proceedings. This is an especially critical time since the government projects 70,000 children will arrive at the border this year. Young Center students will do policy advocacy aimed at reforming procedural and substantive legal protections, including the appointment of counsel for immigrant children and incorporation of a substantive best interests of the child standard in the Immigration and Nationality Act.

Students must enroll in the Autumn quarter and participate in a 2-day orientation on Oct 1st and 2nd (Saturday and Sunday). The Young Center Clinic admits both second-year and third-year law students. Language skills are not required, but students who speak Spanish, Mandarin, Hindi, Gujarati, Punjabi or Urdu are strongly encouraged to apply.

Autumn 2016, Winter 2017, Spring 2017 - Marcy Phillips; Maria Woltjen; Xiaorong J. Wu; Kelly Kribs



## FACILITIES

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### 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 surrounds an open court and the Levin Reflecting Pool. It includes the Daniel R. Fischel and Sylvia M. Neil Pavilion containing the Weymouth Kirkland Courtroom and Glen A. Lloyd Auditorium, the Kane Center for Clinical Legal Education, a two-level classroom building, the Benjamin Z. Gould Administration Building, and the D'Angelo Law Library.

The design of the Quadrangle promotes informal and frequent exchange between faculty, staff, and students. The library tower, symbolizing Chicago's scholarly core, is at the center of the Quadrangle. Faculty offices are arranged around the working floors of the tower. 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 social center of the Law School. Containing the Law School café, tables, chairs, and informal soft seating areas, the Green Lounge is a 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 11 million print and electronic volumes of the University of Chicago Libraries.

The Library's online collection contains nearly 700 databases in a variety of disciplines and access to all of the major legal databases, including LexisNexis, Westlaw, Bloomberg Law, Hein Online, Bloomberg BNA, and CCH IntelliConnect,

among others. Wireless network availability throughout the building and login access from off campus provide unlimited access to all Library databases. Librarians connect faculty, students, and staff of the Law School with the Library's resources through in-person consultations and the D'Angelo Law Library's webpage, at [www.lib.uchicago.edu/law/](http://www.lib.uchicago.edu/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

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## STUDENT LIFE

### STUDENT ACTIVITIES AND ORGANIZATIONS

More than seventy student organizations serve a variety of student interests. There are organizations devoted to scholarship and legal practice (e.g., the three student-edited law journals, the Hinton Moot Court, and the student clinic board); there are organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property Law Society), identity groups (e.g., Black Law Students Association, Christian Law Students), community outreach (e.g., Neighbors, Public Interest Law Society), and social activities (e.g., Law School Musical, Wine Mess).

**The *University of Chicago Law Review***, founded in 1933, is one of the country's preeminent legal journals. Managed and edited by students, *The Law Review* publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. *The Law Review* emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 20 percent of the students in each first-year class have been invited to join *The Law Review* on the basis of either academic performance or excellence in an annual writing competition. Students may also join the staff during their second or third years by completing a publishable comment through the Topic Access program.

**The *University of Chicago Legal Forum*** is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include *The Civil Rights Act at 50 Years*, *Frontiers of Consumer Protection*; *Combatting Corruption*; *Governance and Power*; and *Crime, Criminal Law, and the Recession*. Each fall the *Legal Forum* hosts a symposium at which the authors of the articles present their work.

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

**The Hinton Moot Court Competition**, founded in 1954 and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to all second- and third-year students (except those third-year students who made it to the semi-finals

during the previous year). The competition provides students the opportunity to develop skills in brief writing and appellate advocacy. The focus of the preliminary autumn round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Law School alumni. Ten to twelve students advance to the semifinal round, where they brief and argue another case. A panel of faculty judges presides over the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on a new case and appear before a panel of distinguished federal judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup recipients. Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

Students writing comments for any of the three student-edited journals or completing briefs as semi-finalists in the Hinton Moot Court competition, may receive up to three credits. See the Student Handbook for more details.

**The Law Students Association** is the student government organization and is comprised of five elected representatives from each class, one elected LL.M. representative and one elected 2L transfer representative. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees.

LSA supports a variety of student groups, including (but not limited to):

- the American Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;
- the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- Amicus, a group that provides networking and social opportunities for law students' spouses, significant others, and children;
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;
- the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers holds networking events, organizes field



- trips, provides career services programs, and engages in volunteer community service;
- the Dallin H. Oaks Society for student members of the Church of Jesus Christ of Latter Day Saints;
- the Environmental Law Society, to discuss the legal aspects of environmental issues;
- the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;
- the Intellectual Property Law Society, to promote student understanding of intellectual property;
- the International Human Rights Law Society, dedicated to learning about and practicing international human rights law;
- the International Law Society, an organization for students interested in the many facets of public and private international law;
- the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
- the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
- the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state, and local level;
- the Law School Musical, an annual student musical with faculty guest appearances;
- the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
- Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;
- OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
- the Public Interest Law Society, for students interested in public service issues;
- Spring Break of Service, an organization of students who provide pro bono legal services in areas of need during Spring Break;
- the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School;
- the St. Thomas More Society, a group that provides spiritual support for Catholic students;
- Wine Mess, which organizes the weekly cocktail party for faculty and students;
- and the Women's Mentoring Program, a program that pairs local alumnae with current women students.

## ATHLETICS

Graduate students at the University have a wide range of opportunities each year to participate in intramural activities, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a UChicago card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee. The Law School excels at Intramural Sports and was the University's Phoenix Cup Champion for the 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 academic years. The Phoenix Cup is awarded annually to the graduate program earning the most points in sanctioned University Intramural Activities throughout the academic year (by way of participation and place).

## RELIGIOUS LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming open to all. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.

Rockefeller Memorial Chapel is the center of religious activity for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

Community service projects encourage students to give concrete expression to their convictions. Interreligious dialogue enables participants to learn more about their own traditions by encountering others.

The independent religious organizations on campus offer innumerable opportunities for worship and fellowship within their own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the substantive issues that confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

The Spiritual Life Office ([spirit.uchicago.edu](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 [spirit.uchicago.edu/about/group.shtml](http://spirit.uchicago.edu/about/group.shtml).

## CAREER SERVICES

The Office of Career Services offers comprehensive career services to students and graduates of the Law School. We welcome and encourage students and graduates to use the Office of Career Services to explore career options and to learn job search techniques that will serve them well in law school and throughout their professional careers.

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers on-campus interview programs, with approximately 500 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. More than 1,000 term-time, summer, and permanent jobs are posted annually through our web-based job postings service. In addition to these job search services, the Office of Career Services coordinates the judicial clerkship application process and provides a database of judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs.

Our Career Resource Center contains a variety of materials to facilitate student self-assessment and to design individual job searches. These materials include books, newspapers, periodicals, proprietary survey information, and online materials. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

Over 97 percent of the Class of 2015 found employment within the tracking period: 70 percent entered private practice, just under 18 percent obtained judicial clerkships, 3.1 percent entered business, and just under 9 percent obtained positions in public service and government. During the summer of 2015, 99 percent of the Class of 2016 were employed and one was engaged in Ph.D. coursework. The majority of these opportunities were in the private sector, approximately 10 percent of these positions were with government agencies and public interest organizations, and less than 1 percent were research assistants with professors. 100 percent of the Class of 2017 obtained employment in the summer of 2015. Approximately 32 percent of this class worked for government agencies, public

interest organizations, or judges, 26 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, more than 28 percent of this class worked in the private sector at a law firm or business, and more than 14 percent accepted judicial internships.

Each year, approximately 35 to 60 students and alumni accept judicial clerkships.

## PUBLIC INTEREST CAREERS

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support that the Law School offers for students and graduates seeking public interest work is multifaceted, the common goal is to educate, inspire, and support present, former, and future students in their efforts to pursue a career that incorporates a commitment to public service work.

The Office of Career Services is designed to assist students interested in public interest careers by providing a variety of career-related services including individual career counseling as well as informational and skill development programs. The Law School also supports a variety of public interest career-related programs developed by student-run groups including the Chicago Law Foundation and the Public Interest Law Society (PILS). In addition, the resource center in the Office of Career Services houses a combination of hard copy and electronic materials to assist students and graduates who are pursuing public interest opportunities. Public interest-minded students also benefit from a public interest speakers series, faculty and public interest mentoring programs, the Public Interest Alumni Network, and an online index of public interest curricular offerings. The Office of Career Services is a member institution of PSJD which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also maintains a public interest list-serve for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.

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

The Law School awards public service scholarships for entering students and public interest fellowships to graduating students, which allows them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public interest summer jobs for first-year and second-year students, and administers a generous loan repayment assistance program for graduates engaged in public service. Through the Law School's Pro Bono Service Initiative, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The Law School also fosters public service opportunities for students through the activities of its clinical program: the Abrams Environmental Law Clinic, the Civil Rights and Police Accountability Clinic, the Criminal and Juvenile Justice Clinic, the Employment Law Clinic, the Exoneration Project Clinic, the Federal Criminal Justice Clinic, the Housing Initiative Clinic, the Institute for Justice Clinic on Entrepreneurship, the International Human Rights Clinic, the Jenner & Block Supreme Court & Appellate Advocacy Clinic, the Mental Health Advocacy Clinic, the Poverty and Housing Law Clinic, the Prosecution and Defense Clinic, the Young Center Immigrant Child Advocacy Clinic, and the Jenner & Block Supreme Court and Appellate Clinic.

#### ACADEMIC CAREERS

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

#### COMPUTING SERVICES

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

The Law School maintains and staffs one student computer lab, located on the third floor of the Library. The computers in the lab contain a full complement of software for students needing to do word processing, print, access email, and access the Internet, including legal research through Lexis/Nexis and Westlaw.

In addition to the lab, the 4th, 5th, and 6th floors of the Law Library each contain a public terminal similar to those in the computer lab and printers for student jobs.

Most study areas in the Library are wired for connection to the campus network. Wireless network access is also available, except in the classrooms. Any student with a properly configured computer is able to access the Library on-line catalog,

email, the Internet, campus network databases, Lexis/Nexis, and Westlaw without having to use the student computer lab.

Additionally, the University makes a number of different software packages available to students free of charge under a campus licensing agreement. Students can take advantage of free or low-cost access to Microsoft products, including operating systems and Office, and Symantec anti-virus software.

## HOUSING AND DINING

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

All inquiries concerning University housing should be addressed to the Graduate Student Housing Office, 5100 S. Dorchester Ave., Chicago, Illinois 60615, 773.753.2218 or fax 773.753.1332. Students are advised to apply early in order to obtain their desired accommodations.

### INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates graduate residents—many from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds; provides facilities that can benefit social and cultural development of its residents; and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents in the House's cafeteria, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities. More information is available at [ihouse.uchicago.edu](http://ihouse.uchicago.edu).

### NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates numerous apartments in multiple 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. Apartments are rented on a twelve-

month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver, or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath. For further information, please contact the University's Office of Graduate Student Housing at 773.753.2218 or see [rp.uchicago.edu/index.shtml](http://rp.uchicago.edu/index.shtml).

### MEAL SERVICE

There are a number of places for students to dine on or near campus. See [dining.uchicago.edu](http://dining.uchicago.edu). Arrangements can be made by law students to purchase Maroon Dollars through the University that can be used in the Arley D. Cathey Dining Commons next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through UChicago Dining, 773.702.1600, or at [dining.uchicago.edu/page/meal-plan-faq](http://dining.uchicago.edu/page/meal-plan-faq).

### CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. During the academic year, the Family Resource Center provides activities for the families of graduate and professional students, as well as referrals for various child care services. More information on the FRC is available at [grad.uchicago.edu/life\\_community/student\\_parents/family\\_resource\\_center](http://grad.uchicago.edu/life_community/student_parents/family_resource_center).

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

For further information on nursery, elementary, and secondary schools, contact the Family Resource Center at 773.795.5437.

## UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

### HEALTH INSURANCE REQUIREMENTS

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. Additionally, if the student resides in Chicago during the academic year, the insurance must cover medical care provided in the Chicago area for both

emergency and non-emergency medical situations. In keeping with this requirement, each year all insurance eligible students are automatically enrolled in the University Student Health Insurance Plan (U-SHIP). Students may add dependents before the enrollment/waiver deadline. Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the deadline will remain enrolled in the U-SHIP plan and are responsible for the annual premium. Detailed information about the U-SHIP plan, including information on the following topics can be found at <https://studenthealth.uchicago.edu/page/insurance-2016-2017>.

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

## IMMUNIZATION REQUIREMENTS

Under Illinois law, generally all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for foreign students). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. After the third Friday of the first quarter of enrollment, those students who are not yet compliant will have their subsequent registrations restricted and will not have their restriction lifted until they have become compliant with the immunization requirement. This is a state requirement, and the Law School cannot provide an exemption and is unable to assist in obtaining an appointment to receive needed immunizations. Students are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc. Students may contact the Student Health Service at 773.702.4156 or visit [studenthealth.uchicago.edu/page/immunization-requirements](https://studenthealth.uchicago.edu/page/immunization-requirements).



## UNIVERSITY POLICIES

The Law School and its students are obliged to abide by the policies set forth by the University. These policies appear in the Student Manual of University Policies, available online at [studentmanual.uchicago.edu](http://studentmanual.uchicago.edu). Topics covered include:

- Civil Behavior in a University Setting
- Statement of Nondiscrimination
- Policy on Harassment, Discrimination, and Sexual Misconduct
- Hazing Policy
- Campus Violence Prevention Policy and Threat Assessment Team
- Disability Accommodation Protocol
- Graduate Student Parent Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Inventions and Discoveries
- Safety and Appropriate Use of Facilities



## FINANCIAL INFORMATION

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### 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 2016–2017 is \$59,541 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 \$28,599 in expenses for the academic year.

### FINANCIAL AID FOR J.D. CANDIDATES

Approximately 85 percent of the students at the Law School receive some financial aid, either in the form of scholarships or loans. Since, for the majority of students, scholarship funds are insufficient to cover all needs, most assistance involves a combination of scholarships and loans. Decisions as to the amount of financial aid awarded to entering students are based on considerations of need and merit. In determining financial need, a student's resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted.

Applicants requesting loan assistance should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for need-based scholarship funds from the Law School must also submit a need application.

## 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 Federal Direct Unsubsidized Loans and Federal Direct PLUS (GradPLUS) Loans. A complete description of the current terms of these loan programs and the application steps are available online at [sla.uchicago.edu](http://sla.uchicago.edu).

## LL.M. STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$85,559 with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

## J.S.D. STUDENTS

All students in the J.S.D. Program receive Law School scholarship funds to cover their full tuition charges and a fellowship of \$15,000 for living expenses during their two years of required residence.



# INFORMATION FOR APPLICANTS TO THE JD PROGRAM

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## 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 2017 LSAC Official Guide to ABA-Approved Law Schools (“the Official Guide”), prepared by the Law School Admission Council (LSAC). The Official Guide can be accessed on LSAC’s website ([www.lsac.org](http://www.lsac.org)) and includes information about most U.S. law schools. Applicants can also access the Standard 509 disclosure data and employment data collected by the American Bar Association for each U.S. law school on the ABA’s website ([www.americanbar.org](http://www.americanbar.org)).

## APPLICATION PROCEDURE AND ADMISSIONS POLICY

Admission to the Law School is based on a careful review of each application by one or more members of the Admissions Committee. While we do have a very strong applicant pool numerically, the non-numerical factors in an application are also extremely important. Our admitted students have a wide range of GPAs and LSAT scores.

**Completing the Application.** Applicants must submit their applications electronically through the LSAC Electronic Application, available at [www.lsac.org](http://www.lsac.org). The application fee is \$75 which must be paid electronically by credit card when applicants submit their application through LSAC. Applications can be submitted starting August 15.

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

- **Chicago Law Scholars.** The Chicago Law Scholars Program is an early admission program for current undergraduate students and alumni of the University of Chicago undergraduate college. Applicants who wish to apply for the Chicago Law Scholars Program must submit their applications and all supporting materials by December 1. Applicants being considered for the Chicago Law Scholars Program will be notified of the Admissions Committee’s decision by the end of December. Admission under the Chicago Law Scholars Program is binding and applicants must commit to matriculating at the Law

School if admitted and withdraw all applications at other law schools. Successful applicants receive a scholarship of at least \$150,000 as part of their financial aid package.

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1, and will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision must submit their applications by March 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after March 1 will be considered on a space-available basis. We consider applications in the order that they are completed.

**The LSAT.** Unless a waiver is otherwise approved by the Admissions Committee, applicants must take the Law School Admission Test (LSAT) and submit all current LSAT scores before their applications will be considered. An LSAT score is deemed current if it has been earned within five years of the date that the application is submitted to the Law School. The LSAT is administered four times a year in many locations throughout the world. Early Decision applicants and applicants to the Chicago Law Scholars program must take the LSAT no later than the late September/early October administration. For information about the LSAT, contact LSAC at 215.968.1001 or [www.lsac.org](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](http://www.law.uchicago.edu/prospective).

**Financial Aid.** The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants admitted to the Law School who wish to have financial need factored into their evaluation for scholarship aid must complete a need application. Please visit [www.law.uchicago.edu/prospective/financialaid](http://www.law.uchicago.edu/prospective/financialaid) for additional information and applicable deadlines.

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

**Visits.** We encourage all prospective applicants to visit the Law School. In the fall, we conduct information sessions for prospective applicants and have student-led tours throughout the academic year on Mondays and Fridays; please call ahead or email for the schedule (773.702.9484; [admissions@law.uchicago.edu](mailto:admissions@law.uchicago.edu)) and check our website ([www.law.uchicago.edu/prospectives/visit](http://www.law.uchicago.edu/prospectives/visit)) for more details on how to plan your visit to the Law School.

**Applicants with Disabilities.** Disabled applicants in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773.702.9484 or by emailing [admissions@law.uchicago.edu](mailto:admissions@law.uchicago.edu) with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

## TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School for their second and third years of law school. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the student cohort at the law school attended. With the exception of the Doctoroff Business Leadership Program, transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for honors at graduation based on their two years of academic work at the Law School. Transfer applicants must apply electronically using the LSAC Electronic Application. Please visit our website at [www.law.uchicago.edu/prospectives/transfer](http://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

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### INFORMATION ABOUT THE STUDENT BODY, 2015-2016

#### DEGREES CONFERRED BETWEEN SUMMER 2015 to SPRING 2016

#### FOR THE DEGREE OF MASTER OF LAWS

Orr Amsel	Amedea Bianca Maria Kelly- Taglianini
Ignacio Araya Paredes	Ja Yon Kim
Carlos Ignacio Arboleda Suarez	Filippo Maria Lancieri
Alvaro Awad Sirhan	William Gary Lane
Javier Luis Balbontin Harseim	Pieter Lavens
Dominik Braun	Alexandre Leal Ribeiro Leite
Santiago Bravo	Reinout Stefan L. Leys
Björn Centner	Yanying Liu
Sophie Xin Chan	Ana Caroline Martins Frizzo
Danlin Chang	Tatiana Mello Guazzelli
Gina Jesús Chavarry Rodríguez	Anna Melnychuk
Yee-Chung Chen	Elias Mendoza Murguia
Michael Yew Meng Chin	Vladislav Miroshnichenko
Mengyi Dai	Tomio Mizutani
Gabriela de Almeida Figueiras	Sergio Mori
Maria Amaral de Almeida Sampaio	Pablo Cesar Mori Bregante
Adriaan De Leeuw	Nicolas Gerard Moschopoulos
Margot Dons	Hannah Jane Musgrave
Virginia Del Pozo Espinosa de los Monteros	Jennifer Maria Otten
Ramon Feldbrin	José Alejandro Pardo Donoso
Rodolfo Figliolini Schreuders	Lilian Patrus Marques
Melissa Garcia Blagitz de Abreu e Silva	Adriana Perez Cavazos
Tara Deborah Ginnane	Abhinaya Nirmala Prithivi
Paul Gooren	Tetyana Rabczak
Upasana Gupta	Débora Resende Castanheira Carvalho
Changwan Han	Joao Carlos Ribeiro Areosa
Dazhou Han	Antoine Savoie
Vitor Jabbur Stern	Evgeny Scirtò Ostrovskiy
Kunihiro Kawasaki	Fernando Silveira Carvalho

Mattia Soldan  
Revan Sunol  
Kimi Suzuki  
Patrick Forbes Todd  
Javier Undurraga Ochagavia  
Bastiaan Gerardus Van Rath  
Carlo Rudolf von Hanstein

Jing Wang  
Muting Xie  
Shipo Xie  
Koichiro Yamaura  
Narutoshi Yoshida  
Quan Zhou

### FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Christopher Dimitri Berk

Boyce Robert Owens

### FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Rishad Ahmed Chowdhury  
Adriana García García

Adi Leibovitch

### FOR THE DEGREE OF DOCTOR OF LAW

Daniel E. Alperstein \*\*†‡  
Nathaniel Caleb Ament-Stone  
Ethel Adwoa Amponsah  
Lucas J. Artaiz \*  
Haley A. Barton \*  
Charlie Suzannah Baser  
Katie Danielle Bass  
Nathan Alexander Beaton \*  
Lauren Nicole Beebe \*  
Thomas James Belesiu  
Samantha Lauren Berkovits  
Maria Ann Boelen  
Vanessa Marie Brown  
William Brumfield  
Sean A. Burstyn  
Jordan Michael Call \*  
Rebecca B. Canary-King  
Nickolas Spencer Card

Stephen M. Carrington §  
Nicholas Christopher Cavallo  
Tyler Joseph Cerami  
Corina Cercelaru  
Jiyoon Choi  
Zachary R. Clark \*\*†‡  
Kathryn E. Clausing  
Matthew Gabriel Cockerill  
Rachel Emily Cohn \*  
Jamie Lynn Cohn  
Olivia Stidham Colvill \*  
Jeffrey Scott Connell  
Michael Alexander Connors  
Hannah Lichtig Cook \*\*†‡  
Caroline Ashley Cook \*\*†‡  
Jennifer Cook \*  
Cornelius William Cornelssen X  
Kathleen S. Cornett \*



Amber Elise Cruz  
 Nitya Deepa Das Acevedo \*  
 Sarah M. David  
 Adam Z. Decker  
 Ainsley Catherine Dowling  
 Mara Rose Kennelly Easterbrook  
 Brittany Elisabeth Ellenberg  
 Andrea Lee Evans \*  
 Eli Leighton Evans  
 Lauren Elaena Faraino \*§  
 Sean William Fernandes  
 Peter Alfredo Fernandez  
 Kevan T. Fisher \*  
 Caitlin Mairead Foley  
 Kurt Fowler \*†‡  
 Thomas Elliot Gaiser  
 Kayla Gamin  
 Ruby Janáe Garrett  
 Katherine Elizabeth Gause  
 Jessica Jean Giulitto \*  
 Michael Luis Gomez  
 Grace Ayelet Goodblatt  
 Jeremy M. Green  
 Constance I. Grieves  
 Alexander Jules Gross  
 Margaret M. Guidotti \*†‡§  
 Shaun Michael Haines \*†‡  
 William R. Halaby III  
 Joshua Benjamin Hammer  
 Joseph S. Harper  
 Charles Edward Harrison, Jr.  
 Eamonn Robert Corkery Hart \*\*†‡  
 Darell D'Angelo Hayes §  
 Michelle M. Hayner \*  
 Michael Tyler Heckmann \*  
 John Arthur Holler \*  
 Jordan Joseph Hughes  
 Samuel Jahangir \*  
 Nathan James Jimenez \*  
 William M. Johnson \*  
 Majk Kamami  
 Jason Robert Kass  
 Saif Ali Kazim \*  
 Michael Patrick Kenstowicz  
 Joel Shin Kim  
 Kathleen V. Kinsella  
 Sean Michael Koller  
 Maia Leah Lamdany  
 Brock H. Laney  
 Madeline Ward Lansky \*\*†‡  
 Peter McCabe Laramore  
 William Michael Larsen ‡  
 Hannah Kate Lazar \*  
 Sang Hun Lee \*  
 Shannon Yejoo Lee  
 Maxwell D. Lesser  
 Tara Erin Levens \*  
 Bryant P. Lin  
 Brice Thomas Lipman  
 Michael Joseph Lockman \*\*†‡  
 Michael Anthony Lombardo \*  
 Max H. Looper \*\*†‡  
 Matthew Nicholas Lu  
 Evan P. Maass \*  
 Shelly Malik  
 Caroline Peebles Malone \*  
 Jeremy Evan Maltz  
 Nathan A. Maxwell  
 Jacquelyn Rose Mcpeak  
 Bethlehem Mebratu  
 April Marie Medley  
 Peter M. Melampy  
 Hayden A. Miller  
 Rakesh A. Mittal \*  
 Elena Christine Moreno

Lauren Ella Morris  
Elisabeth Knowles Muirhead  
Christopher A. Nelson  
Vuong Nguyen \*  
Susan O'Brien  
Alyssa Thérèse O'Connor  
Kevin R. Oliver  
Nicolas Ricardo Oliver  
Alex Owen  
Alastair Peter Papworth \*  
Stephanie Park  
Eugene Y. Park  
Braden J. Parker §  
Deven Parmar  
Keval Mohan Patel  
Reilly McDonald Paul  
Krista Jane Perry \*\*†‡  
Brian Pflaum  
Jacob Matthew Phillips \*  
Casey Ann Prusher  
Caitlin Purvin-Dunn  
Robert Henry Rankin \*  
Sonul Chetan Rao  
Maureen J. Reed \*  
Karice D. Rhule  
Chad S. Richman \*†‡  
Jacob Loren Rierson  
Madison Jane Roberts  
Paul J. Rogerson \*\*†‡  
Adrienne Kari Rosenbluth  
Jackson W. Rudd  
Samuel Rudik \*  
Kate Sagers  
Peter Nagy Salib \*\*†‡  
Alix Rose Sandman  
Robert Santos Sandoval  
Michael H. Savage

Joshua Abba Savitt  
Paige Scheckla  
Zachary M. Schmitz  
Ankur Sharma  
Anna K. Sims  
Victoria F. Smallwood  
Rebecca E. Smith  
Brooke Clason Smith  
William B. Snyderwine \*\*†‡  
Dong Hyun Song  
Stephanie B. Spiro  
Erin Mara Steigerwald §  
Clare Florence Steinberg \*  
Andrew Titus Stevenson  
Andrew C. Sullivan  
Matthew Brent Summers  
David Kenneth Suska \*  
Marlow Svatek \*  
Matthew M. Swift  
Helen Jing Tang  
Bogdan Y. Tereshchenko \*  
Kenneth Matthew Thomas  
Michael M. Tresnowski \*  
Juwairiyah K. Ubaid  
Margaret Allison Upshaw \*\*\*†‡  
Amy R. Upshaw \*  
Hunter A. Vance \*\*†‡  
Neil K. Vohra  
Peng Cheng Wang  
Xuanzhong Wang  
Chun C. Wang  
Adam J. Weiner  
Timothy A. White \*  
John C. White  
Sarah Elizabeth Wilbanks  
Matthew Stephen Williams \*\*†‡  
Alison Jennifer Wirtz §

Matthew Thomas Wissa  
 Caroline A. Wong \*\*†‡  
 Justin R. Woodward  
 Melissa Siping Wu \*  
 Wudi Wu \*  
 Ruoxi Wu \*  
 Paulina Wu \*  
 Mengfei Xie  
 Nicolas Remy Yamagata \*  
 Michael Hao Yan  
 Anthony T. Yanez  
 Yeepay Audrey Yang  
 John Yang  
 Zimu Yang  
 Morgan Elizabeth Yates \*\*†‡  
 Denis Yavorskiy  
 Soo Jeong Yoon

Nino Christopher Cumba  
 Yu Tiamco \*  
 Yuan Yuan  
 Michael Francis Zarcaro  
 Rachel Elisheva Zemke  
 Jia Zhu  
 Ryan J. Zielinski \*\*†‡§  
 Ziyad Ziyadzade

\* Honors  
 \*\* High Honors  
 \*\*\* Highest Honors  
 † Order of the Coif  
 ‡ Kirkland & Ellis Scholar  
 § Doctoroff Business Leadership Program

#### SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2015-2016

Agnes Scott College	1	Brigham Young University	14
American University	4	Brown University	7
Amherst College	3	Bryan College	1
Amity Law School	1	Bryant University	1
Andrews University	1	Bryn Mawr College	1
Arizona State University	3	California State University-Los Angeles	1
Baruch College-CUNY	1	Carleton College	4
Bates College	1	Carnegie Mellon University	1
Baylor University	1	Case Western Reserve University	3
Bethany Lutheran College	1	Catholic University of America	1
Birmingham Southern College	1	Catholic University of Leuven	1
Boston College	2	Chapman University	2
Boston University	4	China Foreign Affairs University	1
Bowdoin College	2	Chinese University of Hong Kong	1
Bradley University	1	Claremont McKenna College	3
Brandeis University	1		

Colgate University	1	Hofstra University	1
College of William and Mary	1	Humboldt-Universität zu Berlin	2
Colorado College	1	Humboldt University-Berlin	1
Columbia University School of Engineering and Applied Sciences	1	Huntingdon College	1
Columbia University	7	Illinois College	1
Connecticut College	1	Illinois State University	1
Cornell University	16	Illinois Wesleyan University	1
Creighton University	2	Indiana University-Bloomington	8
Dartmouth College	5	Inspere-Instituto de Ensino e Pesquisa	3
Denison University	2	Institut d'études Européennes de l'université Libre de Bruxelles	1
DePaul University	1	Institut d'Études Politiques de Paris	1
Dominican University	1	Instituto Tecnológico Autónomo de México	2
Drake University	3	Ivan Franko National University of Lviv	2
Drexel University	1	Jackson State University	1
Duke University	12	James Madison University	1
East China University of Political Science and Law	1	Johns Hopkins University	3
Elon University	1	Kalamazoo College	1
Emory University	2	Kansas State University	1
Escuela Libre de Derecho	1	Keio University	2
Fairmont State University	1	Kenyon College	1
FGV Direito Sao Paulo	1	Kettering University	1
Florida State University	4	King's College London	1
Fudan University	1	Kobenhavns Universitet	1
Galatasaray University Law	1	Korea University	2
George Mason University	1	Korean Maritime & Ocean University	1
George Washington University	10	KU Leuven	1
Georgetown University	6	Lahore University of Management Sciences	1
Georgia Institute of Technology	2	Le Moyne College	1
Griffith University	1	Life Pacific College	1
Grove City College	1	Loyola Marymount University	3
Hamline University	1	Loyola University-Chicago	1
Harvard University	10		
Haverford College	3		
Hebrew University of Jerusalem	3		
Hillsdale College	3		

LUISS Guido Carli	1	Peking University National	
Macalester College	3	School of Development	1
Marquette University	1	Peking University School of	
Massachusetts Institute of		Transnational Law	1
Technology	1	Peking University Yuanpei	
McGill University	3	College	1
Michigan State University	2	Pennsylvania State University-	
Middle Tennessee State		University Park	1
University	2	Pepperdine University-Malibu	1
Middlebury College	2	Pomona College	2
Missouri State University-		Pontificia Universidad Católica	
Springfield	1	de Chile	3
Monash University	1	Pontificia Universidad Católica	
Montana State University	1	de São Paulo	3
Moody Bible Institute	1	Pontificia Universidad Católica	
Moscow State Institute of		del Perú	2
International Relations	1	Pontificia Universidad Católica	
National Academy of Legal		do Rio de Janeiro	1
Studies and Research	1	Pontificia Universidad Javeriana	1
National Chengchi University	1	Princeton University	2
National Taiwan University	1	Providence College	1
New Saint Andrews College	1	Purdue University	2
Northeastern University	1	Queen Mary University of	
Northwestern University	15	London	1
NYU College of Arts & Science	8	Queen's University	2
NYU Gallatin School of		Rhodes College	1
Individualized Study	1	Rice University	2
NYU Leonard N. Stern School of		Ruprecht-Karls-Universität	
Business	1	Heidelberg Land Baden-	
Oakland University	1	Württemberg	2
Oakwood University	1	Rutgers University School of	
Occidental College	1	Arts and Sciences	3
Ohio State University-Columbus	6	Saint Louis University	1
Oklahoma State University-		San Diego State University	1
Stillwater	1	Santa Clara University	2
Oregon State University	1	Sapienza-Universita di Roma	1
Patrick Henry College	2	Sarah Lawrence College	2
Peking University	6	Seattle University	2

Sookmyung Women's University	1	Universidade Federal de Minas Gerais	2
Southeastern Louisiana University	1	Universidade Federal de Pernambuco IBMEC	1
Southern Illinois University-Edwardsville	1	Universidade Federal do Rio de Janeiro	1
Southern Methodist University	2	Universidade Presbiteriana Mackenzie	1
St. John's College	1	Università degli Studi di Torino	1
Stanford University	2	Universitas Indonesia	1
SUNY at Binghamton Center	1	Universität Konstanz	1
SUNY at Stony Brook Center	1	Universität Leipzig	1
Swarthmore College	2	Université Libre de Bruxelles	1
Syracuse University	2	Université Paris II, Panthéon-Assas	1
Tel Aviv University	2	Universiteit Gent	2
Tel Aviv University Law Faculty	2	Universiteit van Amsterdam - Faculteit der Rechtsgeleerdheid	1
Tel Aviv University-The Recanat Business School	1	University of Alabama	2
Temple University	1	University of Alabama-Huntsville	1
Texas A & M University - College Station	6	University of Arkansas-Fayetteville	1
Texas Tech University	1	University of Arkansas-Little Rock	1
Thomas Edison State College	1	University of California-Berkeley	17
Tilburg University - Tilburg Law School	1	University of California-Davis	4
Truman State University	2	University of California-Irvine	4
Tsinghua University	3	University of California-Los Angeles	12
Tsinghua University Law School	1	University of California-San Diego	2
Tufts University of Arts & Sciences	2	University of California-Santa Barbara	5
Tufts University - The Fletcher School of Law & Diplomacy	1	University of Cambridge	2
Tulane University	4	University of Central Florida	3
United States Naval Academy	1	University of Chicago	33
Universidad de Buenos Aires	2	University of Colorado-Boulder	3
Universidad de Chile	4		
Universidad Nacional Mayor de San Marcos	1		
Universidad Pontificia Comillas	1		
Universidade de São Paulo	6		

University of Denver	1	University of Oxford-Wadham	
University of Florida	12	College	1
University of Georgia	5	University of Oxford-Balliol	
University of Georgia-Athens	1	College	1
University of Haifa	1	University of Pavia	1
University of Hong Kong	2	University of Pennsylvania	14
University of Illinois-Chicago	4	University of Pittsburgh	3
University of Illinois-Springfield	2	University of Puget Sound	2
University of Illinois-Urbana- Champaign	17	University of Rochester	1
University of Iowa	2	University of San Diego	2
University of Kansas	1	University of Saskatchewan	1
University of Kentucky- Lexington	2	University of South Carolina- Columbia	3
University of La Verne	1	University of South Florida	2
University of Law	1	University of Southern California	10
University of Massachusetts- Amherst	1	University of Southern Maine	1
University of Miami	7	University of Sydney	1
University of Michigan-Ann Arbor	15	University of Tennessee- Chattanooga	1
University of Minnesota- Minneapolis	6	University of Texas - Austin	6
University of Missouri	2	University of Texas - Dallas	2
University of Missouri-Columbia	1	University of Tokyo	4
University of Missouri-Kansas City	1	University of Toronto	2
University of Montana	1	University of Utah	4
University of Nebraska-Lincoln	3	University of Vermont	1
University of Nebraska-Omaha	1	University of Virginia	1
University of Nevada-Las Vegas	1	University of Washington	4
University of New Mexico	1	University of West Florida	1
University of North Carolina- Chapel Hill	3	University of Western Australia	1
University of North Texas	1	University of Western Ontario	2
University of Notre Dame	12	University of Wisconsin- Eau Claire	1
University of Oregon	1	University of Wisconsin-Madison	5
University of Otago, Dunedin	1	University of Wyoming	1
		Utah State University	1
		Vanderbilt University	4
		Villanova University	1
		Virginia Tech	1

Wake Forest University		Williams College	2
School of Law	1	Wuhan University	2
Washington University	11	Xavier University	1
Wesleyan University	2	Yale University	14
West Bengal National University		York University	1
of Juridical Sciences-Kolkata	1		
Wheaton College-Illinois	1		
Whitman College	1		

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY  
DURING 2015-2016

I. STATES

Alabama	5	Maryland	9
Alaska	1	Michigan	19
Arizona	9	Minnesota	17
Arkansas	1	Missouri	9
California	87	Nebraska	6
Colorado	9	Nevada	4
Connecticut	8	New Hampshire	2
Delaware	1	New Jersey	14
Florida	37	New Mexico	1
Georgia	12	New York	36
Hawaii	3	North Carolina	8
Idaho	2	North Dakota	1
Illinois	98	Ohio	22
Indiana	8	Oklahoma	2
Iowa	4	Oregon	9
Kansas	4	Pennsylvania	18
Kentucky	3	Rhode Island	1
Louisiana	2	South Carolina	3
Massachusetts	9	Tennessee	9



Texas	24	West Virginia	1
Utah	10	Wisconsin	13
Virginia	10	Wyoming	1
Washington	13		
Washington, D.C.	8		

## II. COUNTRIES

Argentina	2	Japan	5
Australia	2	Mexico	3
Azerbaijan	1	Netherlands	1
Belgium	5	New Zealand	1
Brazil	13	Nigeria	1
Canada	12	Northern Ireland	2
Chile	6	Pakistan	1
China	22	Peru	2
Colombia	1	Russia	1
Denmark	1	Saudi Arabia	1
England	1	South Korea	14
France	1	Spain	1
Germany	6	Taiwan	2
India	3	Turkey	1
Indonesia	1	Ukraine	3
Israel	7	United Kingdom	1
Italy	5		
Jamaica	1		



## FACULTY PUBLICATIONS 2015-2016

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DANIEL ABEBE

### Journal Articles & Book Chapters

"Cyberwar, International Politics, and Institutional Design," 83 *University of Chicago Law Review* 1 (2016).

### Other Publications

"Between East and West (reviewing Rajan Menon and Eugene B. Rumer, *Conflict in Ukraine: The Unwinding of the Post-Cold War Order*)," *The New Rambler*, July 21, 2015.

ALBERT ALSCHULER

### Journal Articles & Book Chapters

"Criminal Corruption: Why Broad Definitions of Bribery Make Things Worse," 84 *Fordham Law Review* 463 (2015).

CLIFFORD ANDO

### Books

*Religion et gouvernement dans l'Empire romain*. (Bibliothèque de l'École des Hautes Études, Sciences Religieuses, volume 172) (Brepols, 2016).

*The Gods, the State and the Individual: Reflections on Civic Religion at Rome*, (Translation of John Scheid, *Les dieux, l'État et l'individu. La religion civique dans la Rome antique* (Seuil, 2013)) (University of Pennsylvania Press, 2015).

*Citizenship and Empire in Europe 200-1900: The Antonine Constitution after 1800 years* (Franz Steiner Verlag, 2016) (editor).

*The New Ancient Legal History*, Critical Analysis of Law 3.1 (2016) (editor).

### Journal Articles & Book Chapters

"The Changing Face of Cisalpine Identity," in *A Companion to Roman Italy*, Alison Cooley, ed. (John Wiley & Sons, 2016).

"Colonialism, Colonization: Roman Perspectives," in *The Oxford Handbook of the Literatures of the Roman Empire*, Daniel Selden & Phiroze Vasunia, eds. (Oxford University Press, 2016).

"La forme canonique de l'empire antique: le cas de l'empire romain," 14 *Ius Politicum* (2015).

"Introduction. Sovereignty, Territoriality and Universalism in the Aftermath of Caracalla," in *Citizenship and Empire in Europe: The Antonine Constitution after 1800 Years*, Clifford Ando, ed. (Franz Steiner, 2016).

"Praesentia Numinis. Part 3: Idols in Context (of Use)," 10 *Asdiwal* 61 (2015).

"Religiöse und politische Zugehörigkeit von Caracalla bis Theodosius," 4 *Keryx — Zeitschrift für Antike* 61 (2016) (translated by Leif Scheuermann).

"The Rites of Others," in *Roman Literary Cultures: Domestic Politics, Revolutionary Poetics, Civic Spectacles*, Jonathan Edmondson and Alison Keith, eds. (University of Toronto Press, 2016).

"Three Revolutions in Government," in *Official Epistolography and the Language(s) of Power*, Lucian Reinfandt, Stephan Prochazka & Sven Tost, eds. (Austrian Academy of Sciences Press, 2016).

"The Varieties of Ancient Legal History Today," 3 *Critical Analysis of Law* (2016).

"Triumph in the Decentralized Empire," in *Der römische Triumph in Prinzipat und Spätantike*, Johannes Wienand and Fabian Goldbeck, eds. (De Gruyter, 2016).

#### **Other Publications**

"Review of Jordan Branch, *The Cartographic State: Maps, Territory, and the Origins of Sovereignty*," 78 *Review of Politics* 147 (2016).

"Review of Myles Lavan, *Slaves to Rome. Paradigms of Empire in Roman Culture*," 97 *Klio* 798 (2015).

DOUGLAS G. BAIRD

#### **Journal Articles & Book Chapters**

"Chapter 11's Expanding Universe," 87 *Temple Law Review* 975 (2015).

WILLIAM BAUDE

#### **Journal Articles & Book Chapters**

"Is Originalism Our Law?" 115 *Columbia Law Review* 2349 (2015).

"The Positive Law Model of the Fourth Amendment," 129 *Harvard Law Review* 1821 (2016) (with James Stern).

#### **Other Publications**

"Is Polygamy Next?" *New York Times*, July 22, 2015.

"Is the Death Penalty Unconstitutional?" *New York Times*, July 8, 2015.

"The Supreme Court after Scalia," *Chicago Tribune*, February 12, 2016.

"The Power of Promises," *JOTWELL*, July 11, 2015.

"Star Wars Destroyed (reviewing Cass R. Sunstein, *The World According to Star Wars*)," *The New Rambler*, May 1, 2016.

"What Do This Week's Supreme Court Decisions Mean for Immigration and Affirmative Action?" *The New York Times Magazine*, June 24, 2016 (with Emily Bazelon, Eric Posner, & Nikole Hannah-Jones).

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M. TODD HENDERSON

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JUDITH MILLER

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RANDAL C. PICKER

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MICHAEL POLLACK

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ERIC POSNER

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RICHARD A. POSNER

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JOHN RAPPAPORT

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GERALD ROSENBERG

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MICHAEL H. SCHILL

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AMY DRU STANLEY

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NICHOLAS O. STEPHANOPOULOS

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- "A Feasible Roadmap to Compulsory Voting," *The Atlantic*, November 2015.
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GEOFFREY R. STONE

**Books**

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- Inalienable Rights Series* (Oxford University Press): Vol. 16, Laura K. Donohue, *The Future of Foreign Intelligence: Privacy and Surveillance in a Digital Age* (2016) (chief editor).

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- The Supreme Court Review*, volume 2015 (2016) (edited with Dennis J. Hutchinson & David A. Strauss).

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LIOR STRAHILEVITZ

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DAVID A. STRAUSS

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"Is Constitutional Law Really Law?" in *The Oxford Handbook of the U.S. Constitution*, Mark V. Tushnet, Mark Graber & Sanford Levinson, eds. (Oxford University Press, 2015).

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"No Constitutional Crisis Will Follow Scalia's Death," *Financial Times*, February 17, 2016.

MARK TEMPLETON

**Other Publications**

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LAURA WEINRIB

**Journal Articles & Book Chapters**

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DAVID A. WEISBACH

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MARIA WOLTJEN

**Other Publications**

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DIANE P. WOOD

**Journal Articles & Book Chapters**

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# SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2015-16

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For updates on recent activities and achievements of the clinical programs, see [www.law.uchicago.edu/clinics](http://www.law.uchicago.edu/clinics) and [www.law.uchicago.edu/clinics/advocateblog](http://www.law.uchicago.edu/clinics/advocateblog).

## ABRAMS ENVIRONMENTAL LAW CLINIC

Culminating more than a year of research and writing, the Clinic released a 70-page report, *Freeing Energy Data: A Guide for Regulators to Reduce One Barrier to Residential Energy Efficiency*. The report noted that increasing energy efficiency in residences can help to reduce the amount of energy consumed per home, to decrease greenhouse gas emissions, and to combat global warming. Entrepreneurs are actively developing sophisticated models for reducing energy intensity in residences and in targeting the homes with the greatest savings potential. However, for these entrepreneurs and others to realize the maximum amount of savings, legislators and regulators need to remove legal barriers that significantly limit access to energy-use information necessary for these models. Through a detailed discussion of potential model statutes and rules and their pros and cons, the report showed how this can be done in a way that balances the concerns of utilities, energy-efficiency entrepreneurs, privacy advocates, and the public.

The Clinic worked with state regulators and environmental-justice organizations to ensure that states in the Upper Midwest are developing plans that will effectively implement the U.S. Environmental Protection Agency's Clean Power Plan. Clinic students presented to Illinois environmental regulators about the broad requirements of the Clean Power Plan, the major questions under the Plan that the state will need to answer, and detailed decisions that the state will need to make once it has decided how it wants to move forward. At the invitation of the Little Village Environmental Justice Organization, students presented an overview of the Clean Power Plan to the Chicago Environmental Justice Network. Students also performed legal and legislative research and made policy recommendations to the Indiana NAACP Climate Committee.

Representing Recovery on Water, a rowing team for breast-cancer survivors, the Clinic has been working to improve water quality on Bubby Creek, a heavily polluted stretch of the Chicago River. Clinic students have explored a number of legal options for ROW and other entities, have been working on a petition to upgrade water quality standards in the area, and have been garnering support for the effort in the community.

Other cases and projects included:

- Working with the Sierra Club Illinois Chapter and Prairie Rivers Network to file an amicus brief in support of local residents concerned about the negative effects of frac-sand mining;
- Investigating multiple violations of water discharge limits by two industrial enterprises and drafting 60-day notice-of-intent-to-sue letters;
- Working with NRDC to investigate compliance with the Lead and Copper Rule under the Safe Drinking Water Act for a number of municipalities in the Upper Great Lakes region;
- Representing a group of environmental organizations opposing to a request by the Metropolitan Water Reclamation District of Greater Chicago to divert more water from Lake Michigan than its current permit allows; and
- Assisting the Conservation and Policy Council for the Cook County Forest Preserves in assessing the Preserves' efforts in implementing the Next Century Conservation Plan.

The Clinic was also a co-organizer and co-convenor of two companion conferences entitled *Pathways to a Clean Environment: Law, Enforcement and the Public in China and the United States*. On March 4 in Chicago and on June 14-15 in Beijing, the conference brought together leading Chinese and American scholars to explore similarities and differences between our two countries, and the many lessons learned from our distinct experiences. How do the various levels of government—national to regional to local—interrelate to develop and implement environmental regulations? What role do the courts play in interpreting and enforcing environmental laws? How can civil society best encourage change? In Beijing, the University of Chicago delegation met with Ministry of Environmental Protection's Vice Minister Mr. Zhao Yingmin and Mr. Bie Tao, Director General of the Department of Policy and Regulations, and with Mr. Gao Shiji, head of the Development Research Center, one of the two major advisory bodies to the State Council, among others. This conference was presented by the University of Chicago and Tsinghua University, through joint efforts and co-sponsorship by the Clinic, the Center for East Asian Studies at the University of Chicago, the Center for Industrial Development and Environmental Governance (CIDEG) at Tsinghua University, the Energy Policy Institute at the University of Chicago (EPIC), and the Paulson Institute.

Working with the Energy Policy Institute, the Kreisman Housing Initiative, and student organizations, the clinic helped to organize and sponsor approximately a dozen talks on campus and in downtown Chicago and Washington, D.C. These talks were on topics such as *Insider's Debate: Will the Clean Power Plan Survive?*; *The Clean Power Plan and Its Potential Impact on U.S. Energy Policy, Markets, and the Environment*; *Flint's Water Crisis*; *Environment, Development, and*

Community: The Case of Pilsen; An Insider's Look at the Paris Agreement with Sue Biniarz; and Markets for Water? A Discussion with Richard Sandor and Dan Tarlock.

Through the generous support of the Kisco Cares Foundation and the efforts of Abrams Clinical faculty, the Law School initiated the Kohlberg Environmental Law Postgraduate Fellowship. The fellowship provides financial support for one year to a recent Law School graduate to start his or her career in environmental law by working with a non-profit environmental-advocacy organization or a governmental agency on environmental issues. Recent graduates receive the real-world experience to become more effective and to secure permanent positions, and host organizations benefit enormously from the assistance of energetic new University of Chicago-trained lawyers.

## CIVIL RIGHTS & POLICE ACCOUNTABILITY PROJECT

This has been an historic year for the Civil Rights and Police Accountability Project. Our students' years of advocacy and service to people in need in Chicago have contributed to what may be the beginning of a new era in policing that prioritizes transparency, accountability, and service to the community. Toward that end, the Clinic made the following strides:

- We won the court order that led to the release of the video of Chicago police officer Jason Van Dyke's killing of 17-year-old, Laquan McDonald. The exposure of the horrific image of Van Dyke pumping sixteen bullets into the body of a Black teenager, most of which while the boy lay on the ground, and the police cover up of the shooting, have brought world-wide attention to issues of systemic police abuse in Chicago and facilitated the greatest opportunity for police reform in our history. The public release led to the first criminal prosecution of an on-duty Chicago police officer for shooting a person since 1968, Mayor Rahm Emanuel's acknowledgement of the police code of silence, the creation of a city-wide Task Force on Police Accountability, and the political defeat of the Cook County prosecutor who had failed to act before the public release of the video. The Law School provides a fuller account of our work at [www.law.uchicago.edu/news/lifting-curtain-futterman-reflects-aftermath-laquan-mcdonald-crisis%E2%80%94and-what-it-tells-us-about-](http://www.law.uchicago.edu/news/lifting-curtain-futterman-reflects-aftermath-laquan-mcdonald-crisis%E2%80%94and-what-it-tells-us-about-).
- We brought a successful petition to the United States Department of Justice to investigate the pattern and practice of civil rights violations in Chicago, the largest civil rights investigation in the history of the DOJ. See [www.law.uchicago.edu/files/files/complaint\\_to\\_doj\\_concerning\\_ipra\\_with\\_appendix.pdf](http://www.law.uchicago.edu/files/files/complaint_to_doj_concerning_ipra_with_appendix.pdf).
- We served on the Mayor's Police Accountability Task Force that was established in the wake of the release of the video. The Task Force found



systemic racism, a lack of accountability, a code of silence, and lack of community trust in the Chicago Police Department. Guided in part by the work of our students, it offered a series of concrete recommendations that together can lead to fundamental and lasting change. See [chicago.suntimes.com/news/chicago-police-board-releases-accountability-task-force-report/](http://chicago.suntimes.com/news/chicago-police-board-releases-accountability-task-force-report/).

- We won a preliminary injunction to prevent the Police Department from destroying decades of police misconduct records. Clinic students have drafted Illinois legislation as a more permanent solution to guarantee the preservation of these records.
- Following up on our victory in the Illinois Appellate Court that established the legal principle that police misconduct records belong to the public, we worked together with the Invisible Institute to make the principle a reality in Chicago. We built the Citizens Police Data Project, <https://cpdb.co/data/AQPkyb/citizens-police-data-project>, a public database that includes information about every police misconduct complaint in Chicago over the past four and a half years, and information about complaints against officers repeatedly accused of abuse that date back to 2000. **WuDi Wu, '16**, played a central role in designing the database. Nothing of this scale exists anywhere in the nation. The database has garnered world-wide attention, won multiple awards, and has served as a model of transparency for government. It has been widely used by citizens, researchers, advocates, journalists, policymakers and police for research, analysis, and public conversations about police reform. See e.g., [www.law.uchicago.edu/news/police-accountability-clinic-launches-unprecedented-database-chicago-police-misconduct-records](http://www.law.uchicago.edu/news/police-accountability-clinic-launches-unprecedented-database-chicago-police-misconduct-records); and [www.nytimes.com/2015/11/19/us/few-complaints-against-chicago-police-result-in-discipline-data-shows.html](http://www.nytimes.com/2015/11/19/us/few-complaints-against-chicago-police-result-in-discipline-data-shows.html).
- We hosted a national conference on Youth and Police at the Law School, drawing on lessons learned in the Clinic's Youth/Police Project. Over the past four years, clinic students have built conversations with African-American public high school students about their experiences with police. See [www.law.uchicago.edu/news/closing-gap-between-youth-and-police-conference-launches-conversation-solutions](http://www.law.uchicago.edu/news/closing-gap-between-youth-and-police-conference-launches-conversation-solutions). **Christina Bell, '17**, and **Kashan Pathan, '17**, led the project this year. Clinic Professor Craig Futterman has drafted a paper that will be published in the next edition of the *University of Chicago Legal Forum* with Jamie Kalven and Clinic alum, Chaclyn Hunt, '13. The paper, "'They Have All the Power'- Youth/Police Encounters on Chicago's South Side," seeks to share all that we learned by listening to the young people who have been most affected by urban police practices, and it offers a national policy, advocacy, and research

agenda for police reform. The working draft is available at [papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2754761](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2754761).

- **Sam Jahangir, '16, and Jacob Rierson, '16,** defeated summary judgment in a Freedom of Information Act lawsuit that seeks the disclosure of public records related to the Chicago Police Department's use of Stingray technology to collect and search private information from ordinary people's cell phones without a warrant or probable cause, including the use of this technology at political protests. The Clinic's victory has the potential to set a national precedent about public access to information about law enforcement's use of this technology against its citizens.
- The United States District Court for the Northern District of Illinois gave Clinic students and alums Louis Balocca, '15; Kaitie Burk, '15; Laura Conley, '15; **Ruby Garrett, '16;** Eric Mackie, '14; **Elena Moreno, '16;** Fernando Alvarez-Perez, '14; Jasmina Vajzovic, '15; Kate Walling, '15 and Assistant Clinical Professor Judith Miller the 2016 award for "Excellence in Pro Bono Service" for their work preparing for and trying a First Amendment civil rights case before a federal jury. Despite the jury verdict for the defense, we could not be more proud of the outstanding work of our students, in representing a 55-year-old single father who was falsely arrested in front of his son and then criminally prosecuted for photographing an incident in which a Chicago police officer threw an African-American woman face down to the street. In addition to their professional and ethical responsibilities associated with representing a fellow human being, Clinic students learned a series of painful lessons about race and class, and their continuing impact on equal access to justice.
- Last year, five Clinic students, Joshua Burday, '15; Pedro Gerson, '14; Matt Streit, '14; Catherine Sullivan, '14; and Ian Todd, '15 won a nearly \$2 million dollar jury verdict in federal court in *Padilla v. City of Chicago*, 06 C 5462. A group of five Chicago police officers from the Department's elite Special Operations Section engaged in a years-long conspiracy to target vulnerable people for false arrest so that they could break into peoples' homes and rob them. Pursuant to their conspiracy, they falsely arrested our client, Noel Padilla, who had just become a father for the first time. They then dragged him around the city in handcuffs over the course of the next four hours, as they invaded the homes of his family members, looking for money to steal. When they came up empty handed, they planted drugs on Mr. Padilla; they robbed him of his money that he had saved for a security deposit for an apartment for his young family; and they wrote false reports accusing him of a crime that they knew that he did not commit—a crime that could have landed him in prison for the next 40 years.

The false charges were ultimately dismissed 278 days later, when the officers' criminal conspiracy came to light. However, Mr. Padilla endured those 278 days in the Cook County Jail, believing that he may never hold his son again.

The Clinic students proved that the five officers committed each of these terrible acts because they believed that they could do so with impunity. Students presented evidence through one of the nation's leading mathematicians that the probability was far less than one in a thousand that the five officers or their Special Operations colleagues would face any discipline when charged with falsely arresting, illegally searching, or stealing from people. They demonstrated that the officers stole more than the freedom of our client. They also stole the honor of the thousands of good officers who serve and protect the public. As a result of the officers' malicious conduct, the jury awarded punitive damages to be paid directly from the officers' pockets to punish them and deter others from engaging in similar abuse.

This case involved six years of outstanding work by more than 20 clinic students, anchored by the five mentioned above. Our clients cried tears of joy and offered their heartfelt gratitude to each and every one who fought for justice with them—even at a time when few could imagine that these officers would prey on innocent people like the Padilla family. Each of the students and former students who contributed to this effort deserves recognition for exposing such an injustice, serving a family in real need, and becoming a part of something greater than themselves.

## FEDERAL CRIMINAL JUSTICE CLINIC

### IMPACT LITIGATION

The FCJC is spearheading litigation regarding selective law enforcement practices and racial profiling in fake stash house robbery cases. A fake stash house robbery is a made-up crime where a government informant pretends to an acquaintance—the target—that the informant knows of a drug warehouse they can rob that contains hundreds of thousands of dollars' worth of drugs. The target is encouraged to bring guns and recruit additional manpower. In fact, however, the stash house and the drugs are purely fictional. When the target puts the plan into action, the United States Attorney's Office charges the target and his friends with federal crimes, many of which carry stiff mandatory minimum penalties. Of the nearly 100 people charged with these crimes in the Chicago area in the last decade, the overwhelming majority have been African American or Latino. This disparity raises serious concerns that the government selects its targets on the basis of race, in violation of the Constitution's equal protection principles.

Since 2014, the FCJC has been conducting pro bono litigation on behalf of clients and defendants in the eleven fake stash house robbery cases pending in federal district court in Chicago. In support of this litigation, we have obtained an expert report from Professor Jeffrey Fagan of Columbia Law School regarding race disparities in the stash house cases. In the fall, the FCJC will file Motions to Dismiss for Selective Enforcement in all eleven federal criminal cases.

During the course of the FCJC's litigation, the U.S. Attorney's Office in Chicago dismissed the lead drug charge against 27 defendants in stash house cases. Those dismissals lowered the mandatory prison sentences for most clients in these cases. As a result, clients who were previously looking at mandatory minimum sentences of 15 to 25 years in prison with the drug charges are now facing 5-year mandatory sentences. The *Chicago Tribune* ran a front page story about this development, "Chicago Prosecutors Quietly Drop Charges Tied to Drug Stash House Stings" (1/29/15), at [www.chicagotribune.com/news/local/breaking/ct-stash-houses-charges-dropped-met-20150129-story.html](http://www.chicagotribune.com/news/local/breaking/ct-stash-houses-charges-dropped-met-20150129-story.html). The *New York Times* also ran a story, "Prosecutor Drops Toughest Charges in Chicago Stings That Used Fake Drugs" (1/30/15), at [www.nytimes.com/2015/01/31/us/toughest-charges-dropped-in-chicago-drug-stings.html](http://www.nytimes.com/2015/01/31/us/toughest-charges-dropped-in-chicago-drug-stings.html); the AP ran a story as well which can be found at [abcnews.go.com/US/wireStory/federal-prosecutors-drop-dozen-stash-house-sting-charges-28599592](http://abcnews.go.com/US/wireStory/federal-prosecutors-drop-dozen-stash-house-sting-charges-28599592). The FCJC has also successfully litigated bond motions on behalf of its clients in these cases.

## INDIVIDUAL REPRESENTATION

Thanks to the tremendous advocacy of many generations of FCJC students, a client facing mortgage fraud charges was spared from prison at her sentencing hearing. Although the Federal Sentencing Guidelines called for a sentence of 27-33 months in prison, the judge ultimately imposed an entirely non-custodial sentence of supervision. To reach this outcome, FCJC students researched and wrote a 27-page sentencing memo with over 100 pages of exhibits. This result is also a credit to clinic social worker Michelle Geller, who conducted over 24 hours of interviews with our client and wrote a beautiful and persuasive mitigation report.

During the hearing, two students presented oral argument and did a masterful job of telling our client's story, explaining why she was not at risk of reoffending, and delineating the distinctions between her and her co-defendants. By the end of the hearing, it was clear that we had convinced the prosecutor, the probation officer, and the judge that the outcome we were seeking was the just result.

In another case, FCJC students persuaded a federal judge to sentence a client charged with theft of government property to probation. This result allowed our client to continue working and remain with his family. Two 3L students presented the sentencing oral argument, which centered upon our client's traumatic upbringing, his mental health struggles, and his admirable military service. The students' advocacy was persuasive, powerful, and life-changing.

FCJC students also saw success in post-conviction work: They convinced President Obama to grant clemency to a client serving a mandatory life sentence for a non-violent drug trafficking crime. The prosecutor filed charges that required the judge to sentence our client to life in prison—even though no one (not even the prosecutor) claimed he was a violent criminal or an organizer or leader of the drug conspiracy.

Two years of FCJC students spent countless hours building a strong case for why our client deserved something more than dying in prison. They argued that in light of changes to the drug laws, our client would have received a lower sentence today, that it was unjust that his co-defendants had been released from custody long before him, and that defendants in the judicial district where he was sentenced routinely received excessive mandatory minimum sentences. They also gathered compelling evidence demonstrating that our client had turned his life around in prison despite the hopelessness of his life sentence: He was working three jobs, including as a teacher and a suicide watch companion. He also was studying in a year-long technical certificate program and helped support his child from his meager prison earnings.

Our client has made good on his second chance: Since his release, he's become reacquainted with a world he thought he'd never see again. He's taken his first plane flight—a visit to the White House to meet with others like him who were granted clemency. He has found a job, applied for an apprenticeship program, and is soon to be married.

## HOUSING INITIATIVE CLINIC

The Housing Initiative Clinic closed on a \$42 million phase of the Cabrini Green public housing redevelopment under the Chicago Housing Authority's Plan for transformation. Under the CHA's plan, mixed-income, low- and mid-rise developments, funded through a mixture of public and private sources, are replacing high-rise public housing. The new development, Clybourn 1200, will provide eighty-four mixed-income units. Twenty-six of those units will be reserved for CHA households while an additional twenty-six will carry affordability restrictions. The remaining thirty-two units will be offered at market rates. The development will also include three to four commercial storefronts comprising 17,000 square feet of ground floor commercial space.

Like other projects in the Cabrini Green redevelopment plan, Clybourn 1200's development budget is funded through a combination of public and private sources. Cabrini Green LAC CDC, a nonprofit dedicated to providing public housing residents a voice in the redevelopment of Cabrini Green and long-time client of the Housing Initiative Clinic, brought over \$4 million to the deal through a land donation and tax credit syndication. Before finalizing the deal, our client provided input on unit mix, building design, financial projections, contractor

selection, local hiring and property management. Going forward, the agreement ensures that Cabrini Green LAC CDC will remain an important collaborator on decisions related to the construction and operation of the new building.

Clinic students reviewed and negotiated thousands of pages of deal documents that included multiple layers of private financing, Tax Increment Financing (TIF), low income housing tax credits, and donation tax credit contributions. During the process, the clinic provided our client guidance about the land transfer, financing structure, and closing process. Finally, the clinic insured that our client's concerns regarding property management, local hiring and the ability to influence decision-making as the development advances were satisfied.

As part of the development, Cabrini Green LAC CDC will also receive a significant developer fee that will allow it to offer services to local residents.

Many law students provided assistance to the project over the time of the clinic's involvement, under the direction of Clinical Professor Jeff Leslie, including **Seo-Young Lee, '17, Jacob Walley, '17, Max Looper, '16, Michael Savage, '16, Sarah David, '16, Kali Frampton, '17, Shaun Haines, '16, Alejandro Rettig y Martinez, '17, and Andrew Parker '17.**

## INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship had a banner year in 2015-16 in its core areas of representation for low-income entrepreneurs, advocacy for economic liberty, and outreach to entrepreneurs throughout the city. One example of an exciting achievement for (and with) a client was the momentous execution of the operating agreement for Cut Cats Courier. The Cut Cats are a worker-owned bicycle delivery service. Over years, IJ Clinic students worked closely with the Cut Cats to figure out a set of voting rules and ownership rules and management rules that would work well for the innovative business. The law was not helpful, since a service business like theirs is ineligible to be a cooperative in Illinois. But the creativity and thoughtfulness of both students and couriers led us to set up a limited liability company that honored the democratic spirit behind Cut Cats while also creating a workable decisionmaking framework. It was like writing a constitution. The IJ Clinic also took on new clients who are building businesses under brand-new laws. One new client is working on a business model that takes advantage on new laws for equity crowdfunding at the state and federal levels, while another new client is building a business in the world of fantasy sports competition, in spite of daily changes to the laws in states all around the country. On the advocacy front, the IJ Clinic celebrated with sidewalk vendors in the fall. After years of work with the Street Vendors Justice Coalition, the City Council passed an ordinance legalizing food carts in Chicago. The law was drafted and negotiated by students and attorneys in the IJ Clinic. Thanks to the law, vendors

can at last get a license and be free from the fear of tickets or arrests for selling tamales to their neighbors. The IJ Clinic also lobbied hard to convince the city to give a fashion truck an emerging business permit, so the business can launch while permanent laws are drafted. The work continues to reform the laws that make entrepreneurship too hard for creative people with small budgets and big dreams. Lastly, the IJ Clinic hosted two successful community events. South Side Pitch in the fall brought 150 people together to weigh in on a pitch competition, a la Shark Tank. We showcased the entrepreneurial energy on the South Side, which is often overlooked. And our spring conference, HireUp, gave entrepreneurs a chance to learn the legal ins and outs of hiring that crucial first employee. IJ Clinic students presented throughout the day to give local entrepreneurs the confidence to grow.

## INTERNATIONAL HUMAN RIGHTS CLINIC

During the 2015-2016 year, students in the International Human Rights Clinic worked with partners and clients on a variety of research and advocacy projects globally and in various countries including Zimbabwe, Vietnam, Morocco, Myanmar, India and China to promote human rights in the areas of gender equality, health, education, employment and corporate responsibility.

Students in the *Strengthening Human Rights through Constitutional Reform* project researched and drafted a major report in collaboration with the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) that will review and assess the incorporation of women's human rights into constitutions enacted between 2003 and 2013. **Dylan Cowart, '17, Nathan Maxwell, '16, and Brittany Ellenberg, '16,** analyzed textual revisions in constitutional language and assessed relative implementation of constitutional guarantees in legislation and policy. Through their research, students identified and traveled to three countries—Zimbabwe, Morocco and Vietnam—to conduct in-depth in-country assessments of conditions and factors that contributed to constitutional human rights protections. Following these trips and completion of the initial data collection, on May 6, 2016, the student team presented their initial findings at U.N. headquarters in New York City at an inter-agency gathering attended by, among others, the Special Rapporteur on Violence Against Women; the Minister Counsellor of the Permanent Mission of Sweden for ECOSOC; and the UN Women's Chief of Leadership and Governance. On June 29, 2016, students' initial research findings and analysis were also presented by IHR Clinic Director Claudia Flores at an international symposium in Santiago, Chile organized by the government of Chile and UN Women to inform the Chilean constitutional reform process. The symposium was attended by the Chilean president Michele Bachelet as well as leading experts from academia, government and civil society. The final report will be published in partnership with UN Women in 2017.

In the Police Use of Force and Human Rights Project, **Cornelius Cornelissen, '16,** worked closely with Amnesty International U.S.A. to assist in its efforts to advocate

for state and local police compliance with international human rights standards on the use of force. The use of lethal force by law enforcement officers implicates a range of human rights, including the right to life and freedom from discrimination. Current law enforcement policies on the use of lethal force vary widely from agency to agency and state to state, and many do not meet international human rights standards. Cornelissen examined the use of force policies of police departments in the 20 largest U.S. cities by population to determine whether they comply with international human rights standards. The policies were graded based on their level of compliance with international standards and examined to identify where they fell short. During the second stage of the project, students began gathering data on the number of people killed by police and the number of shots fired at people for the 20 police departments in the study. This involved communicating directly with departments and submitting formal records requests. Students then worked closely with the Law School's Coase-Sandor Institute of Law and Economics to conduct a regression analysis of the data, including the policy grades and data on levels of poverty, non-white populations, and violent crime in the 20 cities. The objective is to determine if correlations exist between the quality of department use of force policies and the actual use of force by police, as well as levels of poverty, minority populations and violent crime rates. The study will be published in partnership with Amnesty International U.S.A. in early 2017.

**Roe Talmor, '17, and Cornelius Cornelissen, '16,** in the Encouraging Corporate Responsibility to Protect Workers' Rights in Burma project conducted an assessment of the U.S. State Department reporting mechanism for American corporations investing in Burma/Myanmar. Under the reporting mechanism, corporations are required to report to the State Department on their procedures and policies aimed at protecting against human rights violations in their operations, supply and sourcing. The students reviewed the reporting mechanism as well as corporate reports to determine the extent to which the reporting mechanism was being implemented in accordance with its intent to allow the State Department and civil society to monitor human rights compliance. In response to the State Department solicitation of public comments, students submitted two sets of comments with recommendations for maintenance and improvement of the reporting mechanism in accordance with international human rights standards. The student team also traveled to Burma in March 2016 to present their recommendations and conduct trainings for workers' organizations on use of the reporting mechanism in their advocacy. While in Burma, students met with U.S. State Department representatives, Burmese union leaders, representatives from international agencies and domestic non-governmental organizations to discuss barriers to realization of workers' rights in Burma.

The student in the *Developing a Rights-Based Approach to Tuberculosis (TB)* project conducted extensive case law research and analysis of judgments involving TB from domestic and regional jurisdictions around the world. The Clinic's partners



on this project include two doctors from the Department of Medicine, the Stop TB Partnership and KELIN (Kenya). In December 2015, **Noorjit Sidhu, '17**, presented his research and analysis to judges, lawyers, government officials and doctors from throughout Asia at a judicial workshop organized by the IHR Clinic at the University of Chicago Center in New Delhi. The workshop, entitled “TB, Human Rights and the Law,” provided an opportunity for members of the judiciary in Asia to learn about the global TB epidemic and to share experiences and knowledge toward the goal of developing human-rights based legal TB. During the Winter and Spring quarters, Mr. Sidhu continued his case law research and analysis and drafted a case law compendium entitled “TB, Human Rights and the Law: A Case Law Compendium.” The compendium includes more than 150 cases involving TB, with summaries of 40 key judgments, categorized by legal issue. The compendium was presented at the Clinic’s second judicial workshop on TB in Nairobi, Kenya in June 2016. The compendium is the first collection of judgments involving TB to be developed and will be published later this year.

Students in the *Promoting Implementation of Women’s Constitutional Rights in Zimbabwe* project worked with a variety of stakeholders, including the Zimbabwe Women’s Lawyers Association (ZWLA), to promote the implementation of women’s rights in the Constitution of Zimbabwe. Zimbabwe enacted a new constitution in July of 2013. As a direct result of extensive advocacy by women’s rights organizations, the new constitution contains robust and comprehensive protections of women’s human rights and principles promoting gender equality. With guidance from ZWLA, students first conducted desk research on a number of key issues, including women’s property ownership and marriage laws, to examine whether existing laws and policies are in compliance with the rights to property and marriage enshrined in the new constitution. A report was produced by **Matthew Marthaler, '16**, that documents this research and served as the foundation for research trip to Harare, Zimbabwe in March 2016. During the trip, **Kaitlin Beck, '17**, met with diverse stakeholders, including a leading member of Parliament, a judge, and domestic and international NGOs, to present the Clinic’s research and determine where action could be taken to implement women’s rights to property and marriage. Following the trip, and based on the feedback obtained from key stakeholders, Ms. Beck produced a report detailing the research and plan of action to develop and implement a national “Take a Girl Child to Work Day” in Zimbabwe. The report was shared with the group of stakeholders in order to provide a road map to implementing the project, with the ultimate aim of promoting the rights of girls and women in Zimbabwe and discouraging child marriage in particular.

In spring quarter, IHR Clinic students participated in the *Funding Human Rights Advocacy* simulation organized in partnership with the MacArthur Foundation. The goal of the simulation was to provide students with experience in conceiving of a human rights problem, developing a plan and strategy to address it and seeking

donor support for its implementation. Students selected project topics, drafted proposals and presented these proposals to the Director and program officers in the Human Rights Program at the MacArthur Foundation. Students were provided feedback and reflections on their presentations and proposals.

## JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

In the Spring Quarter of 2016, the Law School launched the new Jenner & Block Supreme Court and Appellate Clinic. The clinic represents parties and *amici curiae* in cases before the United States Supreme Court and other appellate courts. Students gain in-depth, hands-on experience in Supreme Court and other appellate cases—including through researching and drafting merits briefs, amicus briefs, and *certiorari* petitions; helping prepare and participate in moots of oral arguments; and participating in case strategy sessions. Students work under the supervision of Assistant Clinical Professor Sarah Konsky, Professor David Strauss, and Jenner & Block partners Michael Scodro and Matt Hellman.

The clinic recently filed its first *amicus curiae* brief in the United States Supreme Court. The brief, filed on behalf of the National Association of Federal Defenders in *Pena-Rodriguez v. Colorado*, argued that prohibiting all post-verdict testimony by jurors about racial bias in jury deliberations violates the Constitution. Clinic students played a lead role in researching and drafting the brief.

## KIRKLAND & ELLIS CORPORATE LAB

The Kirkland & Ellis Corporate Lab transactional clinic successfully completed in excess of 125 projects during the 2015–2016 academic year in collaboration with many diverse companies, including Accenture, Archer Daniels Midland, Allstate, Baxter, Carolina Panthers, Chicago Symphony Orchestra, Honeywell, IBM, the Italian Trade Commission, Koch Companies Public Sector, Lockheed Martin, Microsoft, Nike, Northern Trust, Schneider National, Schreiber Foods, Sony Electronics, Stericycle, Ulta Beauty, and various start-up companies in connection with the Booth School of Business (including both the New Venture Challenge and the Social New Venture Challenge). The Lab also collaborated with Sixth Circuit Judge Bernice Donald and other members of the ABA Task Force on Law Enforcement in connection with drafting a model body-worn camera policy.

In April, the Lab hosted a conference, entitled “Data Privacy and Cybersecurity: A New Legal and Enforcement Landscape.” The conference examined key legal issues pertaining to data privacy and cybersecurity, including the legendary Silk Road prosecution, data breach litigation, data privacy policies, and industry risks and reactions. Representatives from the U.S. Attorney’s Office, the non-profit sector, academia, and Fortune 500 companies attended the conference. This

conference follows the highly successful path set by the Lab's two previous conferences regarding (i) corporate responsibility, and (ii) the FCPA.

The Lab continues to be successful due in large part to the interesting projects and high-quality work that draw ambitious students and leading organizations to come together to collaborate on cutting-edge legal projects. The following is a representative sampling of the many projects undertaken by the Lab over the past academic year:

#### DATA PRIVACY

- Researched European data privacy laws and assessed a multinational conglomerate's compliance in the context of internal investigations;
- Drafted a comprehensive data privacy policy for a large, multinational data systems corporation to use in agreements with its contracting business partners; and
- Determined best practices and the appropriate standard of care in the context of cybersecurity and consumer privacy for a multinational conglomerate.

#### PROFESSIONAL SPORTS

- Researched whether a professional sports team may charge less for cash than credit card transactions under applicable state law;
- Advised a professional sports team regarding the enforceability of non-compete provisions in personnel contracts;
- Analyzed the risks associated with a professional sport team's partnership with online fantasy sports; and
- Advised a professional sports team regarding its rights to use photos taken by freelance photographers in the absence of a written agreement with such photographers.

#### REGULATORY COMPLIANCE

- Advised a global insurance company regarding its obligations under FTC guidelines for disclosures and other requirements in connection with social media use;
- Performed an economic analysis of antitrust allegations against Google's Android practices; and
- Assisted a large e-commerce company in restructuring its public-facing IP infringement reporting information.

## CRIME AND SOCIETY

- Drafted a model body-worn camera policy for the ABA Task Force on Law Enforcement Body Camera and presented the policy at the Task Force's meeting; and
- Collaborated with Sixth Circuit Judge Bernice Donald in outlining factors contributing to black-on-black crime in urban areas, and proposed suggestions.

Beyond these projects, the Lab has continued to host its very successful Speaker Series. The Speaker Series has continued to provide Lab students with an opportunity to hear from leading practitioners (from both law firms and corporations) on core areas of law (*e.g.*, the fundamentals of a specific type of transaction), topical business-and-law issues, and those real-world concerns critical to young attorneys' success (*e.g.*, client development and networking). In addition to many other esteemed practitioners, the following legal and business leaders participated in the Speaker Series over this past academic year:

Steve Ritchie and Jon Ballis; Linda Myers and Dennis Myers; Scott Falk; Neil Hirshman and Daniel Lewis; Marc Kieselstein and Ryan Dahl; and Brian Van Klompenberg (Kirkland & Ellis); Ben Bard (VP and Chief Compliance Officer, Archer Daniels Midland); Barbara Kolsun (Professor at Cardozo Law; former Executive VP and GC of Stuart Weitzman) Melanie Leslie (Dean, Cardozo Law) Michelle Mayes (General Counsel, NY Public Library); Michael Mazzuchi and Eileen Ho (Cleary Gottlieb); Seth McNary (Principal, Ernst and Young) Michael Mullican (VP and Assistant General Counsel, Meijer); Joel Neuman (VP and Senior Managing Counsel, Coca Cola); and Kim Taylor (General Counsel, University of Chicago).

In addition, the Lab hosted the fifth annual Transactional Challenge for rising second-year law students to provide exposure to corporate practice during the first law school summer. Over a third of the rising second-year class registered for the Challenge, which allows students to compete in a series of real-world corporate transactional exercises. The Challenge also gives participating students an opportunity to network with senior in-house counsel and law firm partners as part of several post-Challenge events.

Finally, David Finkelstein has departed the Law School to return to practice, at Dechert in New York, Josh Avratin has joined the Lab faculty, from Goodwin Procter in Boston, and Sean Kramer, who remains on the faculty, has been promoted to partner at Kirkland & Ellis.

## MENTAL HEALTH ADVOCACY CLINIC

### LEGISLATIVE ACHIEVEMENT

Public Act 99-0028 (effective 1/1/16) overturns two court decisions which had substantially limited the protections in the Mental Health and Developmental Disabilities Confidentiality Act. These decisions, *Johnson v. Weil*, 241 Ill. 2d 169, 349 Ill. Dec. 135 (2011); and *Quigg v. Walgreen*, 388 Ill. App 3d 696, 328 Ill. Dec. 759 (2009), held that the protections of the Act only applied to records and communications disclosed in a “therapeutic relationship.” Thus, for example, information disclosed to a psychiatrist who decided to refer the patient to another psychiatrist would not be protected because no treatment was provided. Public Act 99-0028, drafted by the Mental Health Project on behalf of its client Mental Health America of Illinois, restores the broad scope of the Act.

### INDIVIDUAL REPRESENTATION

In *People v. Karl Sneider*, the Project obtain the conditional release of the defendant who had been confined at Elgin Mental Health Center for over a decade following his acquittal by reason of insanity of the murder of his mother. **Brian Pflaum, '16**, conducted the examination of the expert witnesses and presented argument to the court.

## YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

Over the past year, Young Center students have cultivated proficiency at researching, writing, and critical thinking. They have done so by advocating for the best interests of unaccompanied immigrant children. These are children who come from all over the world. When they are apprehended at the border or present themselves to authorities, they are taken into federal custody, charged with violating immigration laws and placed in deportation proceedings. They go through all this without the accompaniment of a parent or other adult guardian.

On the direct services level, our students develop rapport with unaccompanied immigrant children while they are in detention and then advocate for the children’s best interests with immigration judges and other decision makers. On the policy level, our students research, vet, and recommend improvements to laws, regulations, and protocols that affect the health, safety, and well-being of unaccompanied immigrant children.

Every one of our students secured protections for immigrant children that the immigration system otherwise would not have provided citing international law, state child protection statutes and the laws of the child’s country of origin. Among the case successes achieved by our students, one merits special mention. **Maggie O’Connor, '17**, served as Child Advocate to Sibri, a girl from Ghana, who fled her

home country after being forced to marry a much older man and enduring years of his physical and emotional abuse. When Vida arrived at the border, the U.S. government placed her in detention with other unaccompanied children. When Sibri turned 18 a few weeks later, however, the government transferred her to adult detention (which, in many ways, resembles prison). Sibri faced indefinite detention without the right to representation by a government-funded attorney. Over the course of four months, Ms. O'Connor worked tirelessly to locate witnesses and gather documents that could corroborate Sibri's account of her life in Ghana. Ms. Connor marshaled the evidence to compose a brief that persuaded the government to parole Sibri from adult detention. Ms. O'Connor then arranged for Sibri's admission to a group home that provides housing, health care, and refugee integration services. Finally, Ms. O'Connor found an attorney who agreed to represent Sibri pro bono in her immigration proceedings. In the months to come, Young Center students will continue gathering evidence and researching country conditions with the ultimate goal of submitting a best interests recommendation brief in support of Sibri's pursuit of asylum.

In the realm of policy advocacy, **Stephanie Spiro, '16**, and **Cornelius Cornelissen, '16**, assisted with researching and drafting the *Framework for the Consideration of the Best Interests of Unaccompanied Children*. The *Framework* is the culmination of a 3-year project led by Young Center attorneys Maria Woltjen, Jennifer Nagda, and Marcy Phillips.

By way of background, the same laws and procedures that govern proceedings against immigrant adults also govern proceedings against immigrant children. Unlike other systems for protecting and adjudicating the rights of children, where judges and other decision makers must consider the best interests of each child, there is no such mandate in our immigration law. Instead, children appear in adversarial proceedings, most often without their own attorney, before judges who are not obligated to consider whether there is a parent available to care for the child in home country or whether the child will be safe as a result of decisions made by immigration authorities.

Young Center lawyers and students, with the support of the John D. and Catherine T. MacArthur Foundation, facilitated the work of NGOs, expert practitioners, and federal agencies including the Departments of Homeland Security, Justice, and Health & Human Services. Guided by the Young Center, this working group developed the *Framework* to recognize that any decision involving an unaccompanied child, from the moment of apprehension through the completion of immigration proceedings, should address the child's best interests: the child's safety and well-being, expressed interests, health, family integrity, liberty, development and identity. Consistent with federal and international law, the *Framework* also recognizes children's special vulnerabilities and the necessity

of considering and giving due weight to children's views in determining their best interests.



## FUNDS AND ENDOWMENTS

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### PROFESSORSHIPS

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

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

**The Thomas A. Cole – Sidley Austin Distinguished Visiting Professorship in Business Law** was established in 2014 by Thomas Cole (J.D. 1975) and the firm of Sidley Austin LLP to support a distinguished scholar of business to participate in the Law School's business law efforts, including the Doctoroff Business Leadership Program.

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

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

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

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

**The Harold J. and Marion F. Green Professorship in International Legal Studies** was established in 1973. The professorship was made possible through the



generosity of Harold J. Green and a matching grant from the Ford Foundation. Mr. Green was a member of the Class of 1928.

**The David Greenbaum and Laureine Knight Distinguished Visiting Professorship in Law** was established by David R. Greenbaum (J.D. 1976) and Laureine Knight in 2012 to support a visiting legal scholar from Israel.

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

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

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

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

**The Arthur and Esther Kane Research and Teaching Chair Fund** was established in 2014 by Arthur (A.B. 1937, J.D. 1939) and Esther Kane to provide support for two faculty members.

**The Kirkland & Ellis Professorship in Law** was established in 1984 by members of the law firm of Kirkland & Ellis LLP, and its partner, Howard G. Krane (J.D. 1957).

**The Howard G. Krane Distinguished Visiting Professorship in Business Law** was established in 2015 by Hilary Krane (J.D. 1989) and George Bulkeley (Ph.D. 1992) and Marie and Robert Bergman (LAB 1967), in honor of Howard G. Krane (J.D. 1957). The fund will provide support for a visiting professor in the Law School who has attained distinction in the field of business law.

**The Julius Kreeger Professorship in Law and Criminology** was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband, Julius Kreeger (J.D. 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 (J.D. 1944).

**The Michael J. Marks Professorship** was established in 2008 by a bequest from the estate of Michael Marks (J.D. 1963) to support a distinguished individual whose research and teaching is in the area of business law.

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

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

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

**The Donald N. Pritzker Professorship in Law** was established in 2015 by Penny Pritzker, Tony Pritzker (M.B.A. 1987), and J.B. Pritzker in honor of their late father Donald Pritzker (J.D. 1959), as distinguished alumnus of the Law School. The Professorship will recognize faculty eminence in the area of business law, with a particular focus on entrepreneurialism, intellectual property, and technology.

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

**The Robert Newton Reid Professorship in Law and Government** was established in 2008 by a bequest from the estate of Colonel Robert Newton Reid (Ph.B. 1929, J.D. 1930) to support a member of the faculty who has attained

distinction in teaching, research, and scholarship in any discipline related to the objectives of the Law School's program in law and government.

**The Ruth Wyatt Rosenson Professorship in Law** was created in 1984 by Ruth Wyatt Rosenson in memory of her husband, Harry N. Wyatt (J.D. 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 (J.D. 1929).

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

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

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

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

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

**The Barry and Jan Zubrow Distinguished Visiting Professorship in Business Law** was established in 2014 by Barry (M.B.A. 1979; J.D. 1980) and Jan Zubrow to provide support for a visiting professor in the Law School who will help foster business education at the school.

## SCHOLARSHIP FUNDS

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

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

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

**The Richard W. Burke Scholarship Fund** was established in 2004 by Richard W. Burke (J.D. 1958) to provide scholarships for students in the Law School and research stipends and support for students interested in pursuing public interest careers.

**The Debra A. Cafaro Scholarship Fund** was established in 2013 by Debra A. Cafaro (J.D. 1982) to provide full tuition for three students each year at the University of Chicago Law School.

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

**The Clinton Family Fund and Douglas G. Baird Fund** was established in 2004 by The Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

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

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

**The Andrew D. and Eleanor C. Collins Scholarship Fund** was established in 1969 by bequest under the will of Eleanor C. Collins.

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

**The Lawrence J. Corneck Scholarship Fund** was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship aid to worthy and deserving students at the Law School.

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

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

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

**The Harold and Milton Durchslag Endowment Fund** was established in 1997 with a bequest from the estate of Harold Durchslag (Ph.B. 1932, J.D. 1934). Named

also for his brother, Milton Durchslag (Ph.B. 1928, J.D. 1930), the fund is used to provide scholarships and loans to students attending the Law School.

**The Professor William L. and Mary Louise Eagleton Scholarship** was established in 2012 by Richard and Joyce Eagleton to provide scholarship support to a second or third year Law School student who intends to pursue a career devoted to public service and the law.

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

**The EGL Charitable Foundation Israeli LLM Program** was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules in 2008 to support an Israeli LL.M. student at the Law School.

**The Nancy Lieberman Scholarship Fund** was established in 2002 by Nancy Lieberman (J.D. 1979) to provide scholarships for students in the Law School.

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

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

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

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

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

**The Grant R. Folland Memorial Scholarship** was created in memory of Grant R. Folland (J.D. 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to a student who has demonstrated an ongoing commitment to lesbian and gay rights, a record of participation in political, educational, and charitable lesbian and gay causes, and who will most likely use his/her legal education to further lesbian and gay rights.

**The Fox Family Scholarship Fund** was established by Laura Fox (J.D. 1987) and Bennet Van de Bunt to support students at the Law School.

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

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

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

**The Frank and Bernice J. Greenberg Scholarship Fund** was established in 1985 through the estate of Frank Greenberg (A.B. 1930, J.D. 1932) to provide financial support to deserving students.

**The Ernest Greenberger Scholarship Fund** was established in 2002 by Stacia Greenberger in memory of her husband, Ernest, a member of the Class of 1947. The fund will ease the financial burden of students attending the Law School.

**The George and Mary Gregory Memorial Scholarship Fund** was established in 1969 by Chris D. Gregory (A.B. 1927, J.D. 1929) in honor of his parents, to provide scholarships in the Law School.

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

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

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

**The E. Houston and Mary L. Harsha Scholarship Fund** was established in 2009 to provide scholarships for academically promising students in the Law School.

**The George L. and Janet Hecker Scholarship Fund** was established in 1997 by George L. Hecker (Ph.B. 1931, J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who received their undergraduate degrees from the College at the University of Chicago.

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

**The James C. Hormel Public Interest Law Scholarship Program Fund** was established in 2014 by the Honorable James C. Hormel (J.D. 1957) to provide scholarship support to law students who exhibit a strong commitment to the public interest and public service.

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

**The Martin D. and Mary A. Jacobson Scholarship Fund** was established by Martin (J.D. 1976) and Mary Jacobson in 2005 to provide scholarship aid to worthy and deserving students at the Law School, with preference for students who have served in the nation's armed forces.

**The Ruth and Seymour Keith Scholarship Fund** was established in 2003 by Gerald Goodman (J.D. 1959) to provide scholarships for students in the Law School and to encourage student programs associated with Jewish law.

**The Paul R. and Edmund W. Kitch Scholarship Fund** was established by Thomas D. Kitch (J.D. 1969) in honor of his father, Paul, a member of the Class of 1935, and his brother, Edmund, a member of the Class of 1964. The Fund will provide scholarship aid to worthy and deserving students at the Law School.

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

**The Jack and Genevieve Krakauer Scholarship Fund** was established in 2015 by a bequest under the will of Jack S. Krakauer (A.B. 1943, J.D. 1948) to provide scholarship support for students in the Law School.

**The David and Susan Kreisman Scholarship Fund** was established in 2011 by David (A.B. 1960, J.D. 1963) and Susan Kreisman to provide scholarships to students in the Law School.

**The Ellen Liebman Scholarship Fund** was established in 2014 by Steven Koch (J.D. 1982) in memory of Ellen Liebman to provide scholarship support to meritorious students in the Law School.

**The Rex Lee Scholarship Fund** was established in 2003 by the members of the Class of 1963 in honor of Rex Lee (J.D. 1963).

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

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

**The John S. Lord and Cushman B. Bissell Scholarship Fund** was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell.

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

**The Edith Lowenstein Scholarship Fund** was established in 1983 by bequest under the will of Edith Lowenstein, a member of the Class of 1939.

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

**The Hugh M. Matchett Scholarship Fund** was established in 2014 through the Trust Estate of Hugh M. Matchett (J.D. 1937) to provide scholarships for students attending the Law School.

**The Edwin B. Mayer Student Aid Fund** was established in 1956 in honor of Edwin B. Mayer, a member of the Class of 1912.

**The Mayer Brown Scholarship Fund** was established in 2006 by the law firm and its partners and associates.

**The McDermott Will & Emery Scholarship Fund** was established in 2004 to provide support of student scholarships. It is supported by gifts from members of the firm.

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



**The Byron S. and Jeanette R. Miller Working Students Assistance Fund** was created in 1996 by Byron (A.B. 1935, J.D. 1937) and Jeanette (A.B. 1936, J.D. 1937) Miller.

**The Robert H. and Ina M. Mohlman Fund** was established in 1986 by Mr. Mohlman (A.B. 1939, J.D. 1941) for the benefit of students at the Law School.

**The Leonard G. Nierman Fund** was established by Mr. Nierman's mother, Pauline, his wife, Bernys, and sons, Paul and James, through the Eli A. Nierman Foundation as a memorial to Mr. Nierman, a member of the Class of 1936. The funds are awarded as a scholarship. Preference will be given to a student who exhibits interest in a career in patent law.

**The Benjamin and Rita Ordower Scholarship Fund** was established in 2005 in honor of Benjamin (Ph.B. 1932, J.D. 1934) and Rita Ordower by Mark Ordower (J.D. 1966) and Lawrence Ordower.

**The Roger Orf and Lisa T. Heffernan Law Scholarship Fund** was established by Roger Orf (M.B.A. 1977, J.D. 1979) and Lisa T. Heffernan (M.B.A. 1980) in 2014 to support students in the Law School.

**The Tony Patiño Fellowship Fund** was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr. In keeping with his philosophy and his intention to help his fellow law students, the fellowship is "trying to identify leaders, people of character and capability."

**The George B. Pletsch Scholarship Fund** was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 1944), who was a prominent member of the legal profession and who served for many years as a director and officer of the foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

**The Ellen S. and George A. Poole III Scholars and Fellows Program** was established by Ellen and George (LAB 1925) to provide scholarships at the University for students selected as Poole Scholars or Fellows.

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

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

**The Ruth Wyatt Rosenson Scholarship Fund** was established in 1989, in memory of her husband, Harry N. Wyatt (Ph.B. 1918, J.D. 1921), as an endowed scholarship by a bequest from Mrs. Rosenson.

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

**The David M. Rubenstein Scholars Program** was established in 2010 with a gift to the Law School from David M. Rubenstein (J.D. 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based. The original gift was awarded to the six Classes of 2014 through 2019. The gift was renewed for the three Classes of 2020 through 2022.

**The Senatore Family Scholarship Fund** was established in 2012 by Charles Senatore (J.D. 1980) to provide scholarship support to students in the Law School.

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

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

**The Harold N. Solomon Scholarship Fund** was established in 2005 in loving memory of Harold N. Solomon (J.D. 1931) by his son, William A. Stone. Mr. Solomon, primarily a trial lawyer, had a career that spanned seven decades, including an appointment as a special war crimes prosecutor in post-war Leipzig, Germany. The scholarship is awarded to annually to students demonstrating both financial need and the highest moral and ethical standards.

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

**The James and Ann Spiotto Scholarship Fund** was established in 2012 by James and Ann Spiotto, both members of the Class of 1972, to provide scholarship support to students in the Law School.

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

**The Stonewall Scholarship Fund** was created in 1989 and is awarded to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

**The Kenneth Talle Scholarship Fund** was established in 2014 to provide scholarship support at the Law School to a worthy and deserving law student. Preference is given to students who have received an undergraduate degree from the University of Minnesota.

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

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

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

**The Bill Von Hoene Scholarship Fund** was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (J.D. 1980) to support scholarships at the Law School.

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

**The Fred B. Weil and Joan Kochman Weil Scholarship Fund** was established in 2014 to provide scholarship support for law students.

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

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

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

**The Zubrow Scholars Program Fund** was established in 2014 by Barry (M.B.A. 1979; J.D. 1980) and Jan Zubrow to recruit and support students who show exceptional promise in Business and Law.

## PUBLIC SERVICE FUNDS

**The Abrams Environmental Law Fund** was established in 2011 by James (J.D. 1987) and Wendy Abrams. The Fund provides ongoing support for the Abrams Environmental Law Clinic at the Law School.

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

**The Bluhm-Helfand Clinical Fellowship Fund** was established in 2014 by Leslie Bluhm (J.D. 1989) and David Helfand (M.B.A. 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

**The Herbert Caplan Fund for Clinical Support** was created in 2014 by Herbert L. Caplan (A.B. 1952, J.D. 1957) to provide travel grants to law students working at the International Human Rights Clinic.

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

**The Feldman Pro Bono Directors Fund** was established in 2013 by Raymond (J.D. 1945) and Nancy Feldman (J.D. 1946) to provide annual support for the Manager of the Pro Bono Services Initiative at the Law School.

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

**The Mark and Barbara Fried Fund for Public Interest** was established in 2014 by Barbara Fried (A.B. 1954, J.D. 1957), in her name and in memory of Mark (J.D. 1956), to provide post-graduate fellowship support to Law School students engaged in public interest legal work.

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

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

**The Glazov Family Fund** was created by Burton (J.D. 1963) and Adrienne Glazov and members of the Glazov family to support summer stipends for students working in public service.

**The Bernard Heerey Family Foundation Student Fellowship Program** provides support to Heerey Fellows who work in the public interest during the summer following their first year of Law School.

**The James C. Hormel Fund** was created in 2004 by James Hormel, a member of the Class of 1958, to support scholarships awarded to students who appear most likely to pursue summer employment or post-graduate careers in public interest or in public service.

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

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

**The Jenner & Block Supreme Court Fund** was established in 2016 by the Law Firm Jenner & Block. The fund provides ongoing support for the Jenner & Block Supreme Court Clinic at the Law School.

**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, and to fund summer and part-time public service work by law students and public service/work by graduates of the Law School in the area of environmental law.

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

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

**The Lillian Kraemer Post-Graduate Public Interest Fund** was established in 2014 by Lillian Kraemer (J.D. 1964) to provide post-graduate public interest fellowship support at the Law School.

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

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

**The Mikva Fellowship Program Fund** was established in 2014 by the Kanter Family Foundation in honor of Abner Mikva (J.D. 1951) to establish and support a one-year postgraduate public interest law fellowship.

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

**The Gary H. Palm Clinical Education Fund** was established in 2016 by the friends and family of Mr. Palm (J.D. 1967), in his memory, to provide financial assistance to clinical students during their summer internships. Mr. Palm was a professor in the Mandel Legal Aid Clinic for more than 30 years.

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

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

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

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

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

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

**The Edgar Wayburn Fellowship Fund** was established with support from Daniel Greenberg (J.D. 1965) and Susan Steinhauser. The Fund supports an annual summer fellowship at Earthjustice for a current student at the Law School.

**The Maurice S. and Helen R. Weigle Fund for Public Service** was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935).

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

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

## FELLOWSHIP FUNDS

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

## LOAN FUNDS

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

## FACULTY RESEARCH FUNDS

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

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

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

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

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

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

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

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

**The Steven Feirson Distinguished Lectureship Fund** was established in 2013 by Steven Feirson (J.D. 1975) to provide ongoing support for a Distinguished Visiting Lectureship at the Law School.

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

**The Maurice and Muriel Fulton Lectureship in Legal History** was created in 1985 through a gift made by Mr. Fulton (A.B. 1940, J.D. 1942) and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

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

**The Dwight P. Green, Sr. Fund for Studies in Criminal Justice** was established in 1973 by Dwight P. Green (J.D. 1912) for support of the Law School's continuing research and teaching program in crime control and criminal justice.

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

**The Robert Helman Law and Public Policy Fund** was established in 2007 by Robert Helman to support the work or recruitment of a faculty member, or distinguished visitor or jurist, engaged in work at the University of Chicago Law School on a matter of public policy.

**The David and Celia Hilliard Research Fellowship** was established in 2013 by David (J.D. 1962) and Celia Hilliard to provide support for a faculty member at the Law School.

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

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

**The Kanter Family Foundation Initiatives Fund** was established in 2006 to support the Law School's Chicago Policy Initiatives program and the Kanter Director of the program.

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

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

**The Daniel and Gloria Kearney Fund** was established by Daniel (J.D. 1965) and Gloria Kearney in 2006, to provide support for the director or co-director of the Law and Economics Program at the Law School.

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

**The Jerome F. Kutak Faculty Fund** was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

**The Paul H. Leffmann Fund** was established in 1990 by Mr. Leffmann (Ph.B. 1927, J.D. 1930) to support research in the Law School.

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

**The Mark Cluster Mamolen Teaching and Research Scholars Fund** was established in 2015 through a bequest from Mark C. Mamolen (J.D. 1977). The fund assists in providing teaching and research support for the faculty.

**The Walter Mander Teaching and Research Scholars Fund** was created in 2005 by Charles Wolf (J.D. 1975) in honor of his uncle, Walter Mander.

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

**The McCormick Companions' Fund** was established by Brooks McCormick Jr. to promote the study of animal rights at the University of Chicago Law School.

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

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

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

**The Russell J. Parsons Faculty Research Fund** was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after 37 years of service.

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

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

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

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

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

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

**The Ulysses S. and Marguerite S. Schwartz Memorial Fund** was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The fund is used to support visits to the Law School by 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 on the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the fund were expanded to support significant publications, including books and articles by senior members of the Law School's faculty. Recipients of grants from the fund are given the title "Shure Scholars" and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the fund may be used from time to time to support the acquisition of rare books or rare documents for the D'Angelo Law Library.

**The SNR Denton Fund**, formerly the Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

**The Leonard Sorkin Faculty Fund** was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in

honor of Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

**The Paul J. Tierney Clinical Program Fund** was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

**The Weil Faculty Research Fund** was established in 2014 by Richard (J.D. 1989) and Britney Weil to provide support for faculty research at the Law School.

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

**The Ludwig and Hilde Wolf Teaching and Research Scholar Fund** was established in 2009 by Charles Wolf (J.D. 1975) to provide support for a faculty member of the Law School.

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

## DEAN'S DISCRETIONARY AND OTHER FUNDS

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

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

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

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

**The Doctoroff Business Leadership Program Fund** was established in 2013 by Daniel (J.D. 1984) and Alisa Doctoroff (M.B.A. 1983) to provide ongoing support for the Business Leadership Program at the Law School.

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

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

**The Donald M. Ephraim Prize Fund in Law and Economics** was established in 2015 by the Donald M. Ephraim Family Foundation to create a cash prize, distributed annually to the most-deserving paper in law and economics or quantitative legal analysis by a student or a junior faculty member.

**The George E. Fee, Jr. Memorial Fund** was 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. It is used to support activities or grants that will aid students or the quality of student life.

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

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

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

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

**The Elmer M. Heifetz Legacy** was established in 2001 by Harriet Heifetz in memory of her husband, Elmer (J.D. 1937), to support special faculty and student conferences and events.

**The David and Celia Hilliard Fund** was established in 2004 by David (J.D. 1962) and Celia Hilliard.

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

**The Karl R. Janitzky Memorial Fund** supports the academic mission of the Law School. It was established in 2003 through a bequest from Karl Janitzky (A.B. 1938, J.D. 1940).

**The Mr. and Mrs. Elliott A. Johnson Fund** was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.

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

**The Kapnick Leadership Development Initiative for Law Students** was established in 2013 by Scott (J.D./M.B.A. 1985) and Kathleen (J.D. 1984) Kapnick to support law students as part of the Harry L. Davis Leadership Laboratory at Chicago Booth.

**The KF Fund for Business Leadership** was established in 2013 by David C. Karp (J.D. 1993) to support the Law School's business law efforts, including the new Business Leadership Program. This may include uses such as student financial aid and faculty support.

**The Kirkland & Ellis Fund** was established in 2015 by the firm of Kirkland & Ellis LLP and its partners to name and provide ongoing support for the Kirkland & Ellis Corporate Lab at the Law School.

**The Lillian E. Kraemer Fund** was created by Ms. Kraemer (J.D. 1964) in 1993, in anticipation of the 30th anniversary of her graduation. The fund is used by the dean of the Law School to meet the needs of faculty and students, and to address opportunities and problems as they arise.

**The David and Susan Kreisman Fund** was established by David (A.B. 1960, J.D. 1963) and Susan Kreisman in 2013 to provide support for speakers, symposia, conferences and research expenses related to housing law and policy at the Law School. The program is named the *David and Susan Kreisman Program for Housing Law & Policy*.



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

**The Law School Centennial Cornerstone Fund** was created in celebration of the founding of the School.

**Ramsay Leatherman Cloud Fund** was established in 2015 by Katherine Leatherman Adams (J.D. 1990) and Forwood C. Wisner III for the benefit of the Law School.

**The Edward H. Levi Distinguished Jurists Program Fund** was established in 2013 by Jerome Katzin (J.D. 1941) to provide support for interaction between students, faculty, and judges, including but not limited to the appointment of Edward H. Levi Distinguished Visiting Jurists.

**The Daniel Levin and Fay Hartog-Levin Fund** was established in 2014 by Daniel Levin (J.D. 1952) and Fay Hartog-Levin to provide unrestricted support for the Law School. In recognition of this gift, the reflecting pool in the Laird Bell Quadrangle at the Law School was renamed the *Levin Reflecting Pool*.

**The Saul Levmore Fund** was established in 2010 in honor of the tenure of Saul Levmore as dean of the Law School. The fund is used to support faculty research, student scholarship, and other Law School initiatives.

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

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

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

**The Robert H. O'Brien Fund** was established in 1998 by a gift from Robert H. O'Brien (LL.B. 1933) to support the Law School at the dean's discretion.

**The Mark A. Orloff Endowed Fund** was established in memory of Mark A. Orloff (J.D. 1982) in 2014 by a gift from Ann E. Ziegler (J.D. 1983). Expendable

income from the fund is used to support the activities of the Doctoroff Business Leadership Program.

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

**The Richard and Ellen Sandor Endowed Fund for Law and Economics** was established in 2013 by Richard and Ellen Sandor to provide ongoing support for the Coase-Sandor Institute for Law and Economics at the Law School.

**The Schiff Hardin LLP Keystone Fund for Leadership and Professionalism** was established in 2014 to support programs and initiatives related to professionalism and leadership at the Law School.

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

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

**The Adam Silver Dean's Discretionary Fund** was established in 2013 by Adam Silver (J.D. 1988) to benefit the Law School at the discretion of its Dean.

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

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

**The Wolf Family Student Philanthropy Fund** was established in 2014 on behalf of the Walter S. Mander Foundation by Charles B. Wolf (J.D. 1975) and Peter B. Wolf (J.D. 2010). The fund supports the Wolf Family Student Philanthropy Program at the Law School, which educates law students about the importance of philanthropy and encourages giving by providing matching gift challenges for the annual Graduating Students Gift campaign.

## CLASS FUNDS

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

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

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

**The Class of 1949 Fund** was established by members of the Class of 1949 to provide scholarship support at the Law School, or to further the central mission of the Law School at the discretion of its Dean.

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

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

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

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

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

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

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

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

**The Class of 1974 Fund** was established by members of the Class of 1974 on the occasion of their 20th reunion. The fund provides the dean of the Law School with unrestricted support to be used to strengthen the institution's curricular and para-curricular programs.

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

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

**The Class of 1987 Fund** was established by members of the Class of 1987. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

**The Class of 1991 Scholarship Fund** was established by members of the Class of 1991 on the occasion of their 20th Reunion to provide scholarships to students in the Law School.

**The Class of 1997 Scholarship Fund** was established by members of the Class of 1997 in honor of their 10th reunion to provide scholarships in the Law School.

**The Class of 2000 Scholarship Fund** was established by members of the Class of 2000 on the occasion of their 10th Reunion to provide scholarships to students in the Law School.

## LIBRARY FUNDS

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

**The Morton John Barnard Fund** was established in 2005 by Eleanor S. Barnard in memory of her husband, Mr. Barnard (J.D. 1927) to provide support for the D'Angelo Law Library.

**The Elizabeth V. Benyon Law Library Fund** supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

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

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

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

**The Louis G. Cowan Law Library Fund** was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

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

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

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

**The Barbara Brown Fink Memorial Law Library Book Fund** was established in 1982 by Eli E. Fink (J.D. 1930). The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

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

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

**The Ilse and Robert Friend Memorial Fund** was established in 2013 through the gift of Ilse and Robert (J.D. 1937) Friend to provide support for the Law Library.

**The Ernst Freund Memorial Book Fund** was established by Nancy Freund White in memory of her father. The 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 collections including movies and 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 Memorial Book 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 and founders of Commerce Clearing House loose-leaf law services and of the Chicago and Washington, D.C., law firm which bore their names and at which Mr. Shure began his long and distinguished legal career.

**The Ira Sydney Kolb Memorial Book Fund** was established in 1998 by Ethel B. 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** was established by Donald L. Lewy in memory of his father and provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

**The John Clower and Emma Bracewell Liddell Law Library Fund** provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell (BLS 1946).

**The Leon Morris Liddell Law Library Fund** supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

**The Martha Elizabeth and Maude Voncile Liddell Law Library Fund** supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

**The Thomas Leon and Minnie Morris Liddell Law Library Fund** provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

**The Edwin Thomas and Martha Davenport Morris Law Library Fund** provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

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

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

**The James Nelson Raymond Memorial Fund** was established in 1934 by Mrs. 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** is to be used for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

**The Edward and Gilda Weiss Memorial Law Library Book Fund** was established in 1987 by a bequest from the estate of Gilda Weiss.



**The Edwin P. Wiley Law Library Fund** was established in 1969 by Mr. Wiley, a member of the Class of 1952.

**The Frederic Woodward Law Library Fund** was established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School and a Vice-President of the University.

**The Judith M. Wright Fellowship Fund** was established in 2013 in honor of Judith M. Wright's many years of service to the University of Chicago Law School. The fund will support an intern program at the D'Angelo Law Library.

## HONORS AND PRIZES

**The Douglas Baird Prize in Commercial Law** was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the University of Chicago. The award is given to the student who has written the most impressive paper on commercial law as determined by a panel of law faculty.

**The Ann Watson Barber Outstanding Service Award** was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to third-year students who have made an exceptional contribution to the quality of life at the Law School.

**The Joseph Henry Beale Prize**, named in honor of the first dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

**The D. Francis Bustin Educational Fund for the Law School** was established in 1971 by provision of the will of D. Francis Bustin (LL.B. 1917) to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments at the city, state, or federal level.

**The Herbert L. Caplan Award Fund** was established in 2006 by Herbert L. Caplan (A.B. 1952, J.D. 1957). In 2014, the award purpose changed to fund an annual prize for the best 1L or 2L original student paper which is suitable for publication and discusses an issue of contemporary interest and concern and advancing creative legal solutions. The prize is known as the Herbert L. Caplan Prize for Creative Legal Thinking.

**The Chicago Chapter of the Order of the Coif** is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.

**The Ronald H. Coase Prize** for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the dean of the Law School on the basis of recommendations from the editors of *The Journal of Law and Economics*, *The Journal of Legal Studies*, and *The University of Chicago Law Review*.

**The Entrepreneur's Advocate Award** was established in 1999 for the Institute for Justice Clinic on Entrepreneurship. It is given to the graduating student who has most significantly contributed to the IJ Clinic and exhibited exemplary achievement with inner-city entrepreneurs.

**The Kirkland & Ellis Centennial Fund** was established in 2005 by the firm of Kirkland & Ellis LLP and its partners and associates to honor those students at the Law School who rank highest in scholarship in their class.

**The Kirkland & Ellis Corporate Lab Award of Excellence** recognizes Corporate Lab students who, in the opinion of Lab faculty, have demonstrated consistent leadership and excellence in corporate and transactional practices.

**The Hinton Moot Court Competition Awards** are given to the winners of the Moot Court Competition.

**The Karl Llewellyn Memorial Cup**, for excellence in brief writing and oral argument in the Law School.

**The Mark Mamolen Prize for Achievement in Business** is awarded in memory of Mark Mamolen (J.D. 1977). The prize is awarded annually to student(s) who excel in the area of business law as determined by performance in the Business Organizations course.

**The Edwin F. Mandel Award** is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

**The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy** was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School's Moot Court Competition.

**The 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 2016-17

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## AUTUMN QUARTER

- September 12-24: Intensive Trial Practice Workshop
- September 15-16: JD Orientation/Initial Kapnick Initiative Events for Class of 2019
- September 19-23: Kapnick Initiative Leadership Orientation Retreat
- September 19-23: LLM Orientation
- September 26: Autumn Quarter Classes Begin
- October 24-25: Autumn Break (Law School Open)
- November 23-25: Thanksgiving Break (Law School Closed)
- December 2: Last Day of Autumn Quarter Classes
- December 5-6: Reading Period
- December 7-13: Autumn Quarter Exams
- December 14-January 2: Winter Break

## WINTER QUARTER

- January 3: Winter Quarter Classes Begin
- January 16: Martin Luther King, Jr. Day (Law School Closed)
- March 6: Last Day of Winter Quarter Classes
- March 7: Reading Period
- March 8-12: Winter Quarter Exams
- March 13: Spring Break Begins

## SPRING QUARTER

- March 27: Spring Quarter Classes Begin
- May 19: Last Day of Spring Quarter Classes for Non-1L Students
- May 22: Reading Period for Non-1Ls
- May 23-27: Exam Period for Non-1Ls
- May 25: Last Day of 1L Spring Quarter Classes
- May 26: 1L Elective Exam
- May 29: Memorial Day (Law School Closed)
- May 27: Reading Period for 1Ls
- May 29-June 2: 1L Exams - Required Classes
- June 10: Convocation and Diploma & Hooding Ceremony

For the most accurate and up-to-date calendar information, please see [www.law.uchicago.edu/students/academiccalendar](http://www.law.uchicago.edu/students/academiccalendar).