

Fall 2005

Law School Announcements 2005-2006

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THE UNIVERSITY OF
CHICAGO



THE LAW SCHOOL

ANNOUNCEMENTS 2005-2006

THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2005



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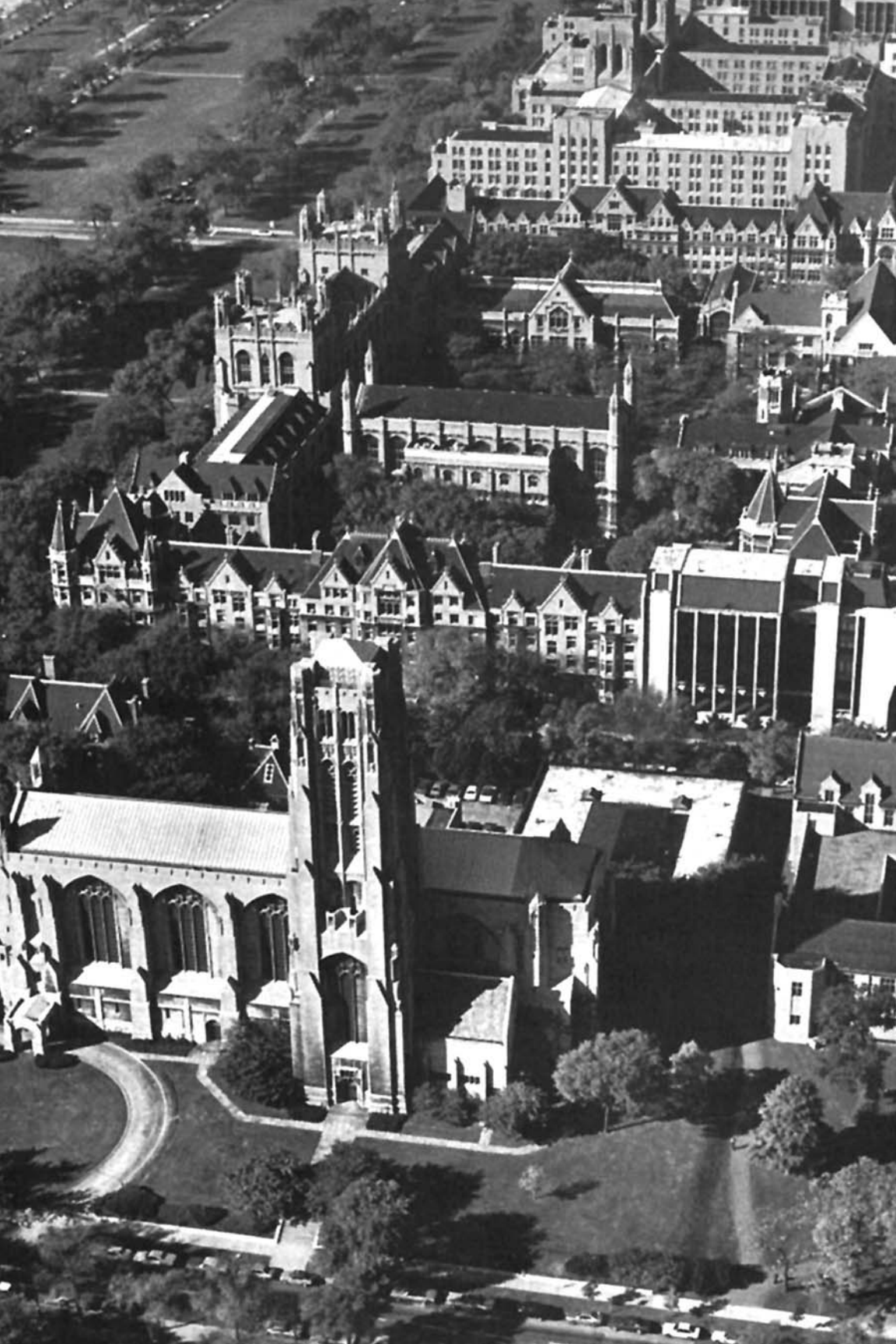
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THE LAW SCHOOL

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

HISTORY OF THE LAW SCHOOL

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

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

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

EDUCATIONAL MISSION OF THE LAW SCHOOL

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

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

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

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

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







PROGRAMS *of* INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

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

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

JOINT AND CONCURRENT DEGREE OPPORTUNITIES

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

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

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

THE GRADUATE PROGRAM

The Law School offers four graduate degrees: Master of Laws (LL.M.), Master of Comparative Law (M.Comp.L.), Doctor of Jurisprudence (J.S.D.), and Doctor of Comparative Law (D.Comp.L.). All four programs are limited to students who have met at least one of the following requirements: (1) obtained a J.D. degree from an A.B.A. approved law school in the United States, (2) completed the academic legal education in a foreign country required to take the bar examination in that country or (3) be qualified to practice law (admitted to the bar) in a foreign country. All four programs require full time attendance at the Law School for at least one academic year (three consecutive academic quarters). Thus, students interested in the J.S.D. or D.Comp.L. degrees must first spend a year in the Law School's LL.M. program. Students may begin these programs only in the Autumn Quarter.

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

A small number of extraordinary students, usually no more than one or two per year, will be admitted to the J.S.D. or D.Comp.L. programs after having completed the second quarter of the academic year in residence leading to the LL.M. degree. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during those two quarters, must identify a faculty member who is willing to supervise a dissertation, and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. The degree of J.S.D. or D.Comp.L. will be awarded to students who have submitted a dissertation, within five years of the year in residence, that is accepted by the faculty.

LL.M. ADMISSIONS PROCESS

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

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

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

The University requires that all applicants who are not U.S. citizens or U.S. Permanent Residents must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within two years of the date of their application. A minimum total score of 100 overall, and at least 26 on each sub score on the new version of the TOEFL are required. On the old version of the TOEFL, a total score of 250 with 25 in each sub score on the computer-based TOEFL or a total score of 600 with 60 in each sub score on the paper-based TOEFL are required. Minimum required scores on the IELTS are an overall score of 7 and sub scores of 7 each. Applicants will not be offered admission if their TOEFL or IELTS scores do not meet these minimum standards. Most admitted LL.M. applicants will have substantially higher scores.

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

RESEARCH AND SPECIAL PROGRAMS

Journals. The Law School publishes six professional journals, *The University of Chicago Law Review*, *The University of Chicago Legal Forum*, *The Chicago Journal of International Law*, *The Supreme Court Review*, *The Journal of Law & Economics*, and *The Journal of Legal Studies*. *The Law Review* is a quarterly; *Legal Forum* and *The Chicago Journal of International Law* are annuals; all three are published under the management of a board of student editors. *The Supreme Court Review* is an annual volume devoted to responsible professional criticism of the current decisions of the Supreme Court. *The Journal of Law & Economics* publishes research on a broad range of topics, including the economic analysis or regulation and the behavior or 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.

The **John M. Olin Program in Law and Economics** is one of the many interdisciplinary traditions that have thrived at the Law School. Because economics provides a tool for studying how legal rules affect the way people behave, knowing what kinds of insights economics can offer to the analysis of legal problems has become an important part of a lawyer's education. The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social

cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The Program offers a range of courses and seminars to interested students, including Nobel laureate Gary Becker's microeconomics course. No other law school provides comparable opportunities for study and research in this field. The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. Professors Richard A. Epstein and David A. Weisbach are directors of the Program.

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

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

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

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







PROGRAM REQUIREMENTS *and* POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

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

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

CLASS ATTENDANCE

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

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

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

THE FIRST YEAR

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

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

THE SECOND AND THIRD YEARS

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

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

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

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new course offerings. Some of these become regular courses; others do not. In addition, the courses and seminars available in a given year are determined in part by the composition of the faculty and the availability of visitors and lecturers. As a result, there may be substantial variation in the curriculum from year

to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

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

When registering, please note:

1. Students may not register for classes that have a time overlap—even if it is just once a week for a few minutes.

2. Students may not register for classes that have significantly overlapping material.

For example, students may not take both:

Con Law II and Con Law IV

Elements of World Law and Public International Law

International Law and Elements of World Law

International Law and Public International Law

Labor Law and Employment and Labor Law

Lawyer as Negotiator and Negotiation Theory

Legal Profession and Law of Lawyering

Major Civil Litigation and Pre-Trial Advocacy

Trial Advocacy and Intensive Trial Practice Workshop

Pre-Trial Advocacy and Litigation Methods

Sex Discrimination and Sex Equality

Taxation of Derivatives and Taxation of Financial Instruments

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

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

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

Corporate Finance at the Law School and at the GSB

Accounting at the Law School and at the GSB

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

THE SECOND YEAR

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

In planning a program, students should properly consider some courses as predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Corporation Law and Taxation of Corporations, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Bankruptcy, and Business Planning. Administrative Law has most often been taken as a second-year course, since it is

a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take Trial Advocacy or to work intensively in a Clinic program defer other subjects and take Evidence, and possibly a course on criminal procedure, in the second year.

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

THE THIRD YEAR

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

THE GRADUATE PROGRAMS

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

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

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

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

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

RESEARCH AND WRITING REQUIREMENT

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

Set below are the deadlines for final written work based on the quarter in which the student registered for the course or the independent research project. An instructor may choose to have an earlier or later deadline. The paper is due to the faculty member by the deadlines listed below. When the paper is submitted to the instructor, a copy must also be submitted electronically to the Registrar. It should be e-mailed to lawpapers@law.uchicago.edu, and it must be time-dated on or before the deadline date. This provides a back-up to verify that the paper was indeed submitted on time.

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

If a faculty member grants an extension beyond these standard dates, the student must fill out an extension form (obtained from the Registrar's Office), have the faculty member sign it, and turn it in to the Registrar by the deadline date given above. (If the student receives the extension in the form of an e-mail from the instructor, then a copy of that e-mail must be forwarded to the Registrar by the deadline.)

Graduating students must submit all written work to instructors (with an electronic, time-dated copy sent to the Registrar at lawpapers@law.uchicago.edu) no later than the Monday of the eighth week of the quarter in which they expect to graduate (or at an earlier date set by the professor). Students who do not meet these deadlines will automatically be dropped from the seminar or independent research project and will have a "W" or "F" noted on their transcripts. Extensions beyond these deadlines will only be granted by the faculty member and must be on file with the Registrar before the due date.

THE CLINICAL PROGRAMS

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

The following rules apply to all clinical courses, including those courses associated with the Edwin F. Mandel Legal Aid Clinic, the MacArthur Justice Center and the Institute for Justice Clinic on Entrepreneurship:

- Students may enroll in a clinical course for a minimum of one credit and a maximum of six credits.
- Additional credits are available for coursework done in connection with the clinics. A maximum of ten total credits can be awarded for clinical work.
- Students may enroll in a clinical course for no more than three credits in one quarter.
- Students will be awarded one credit for work averaging five hours/week for one quarter. Students will be expected to keep written or electronic records of the time they have spent in the clinic.
- Clinical courses are not available to first-year students.
- No student may be enrolled in more than one clinical course in any quarter. This rule may be waived in exceptional circumstances with the written permission of the relevant clinical teachers.
- Enrollment in any clinical course requires the permission of the clinical teacher. The duration, total credits and number of credits per quarter must be arranged with the clinical teacher in writing prior to enrollment. Such arrangements may be modified to reflect the work already performed or anticipated, provided that such modification is also in writing.
- A lottery may be used to determine admission to any clinical course.

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

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

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

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

THE MACARTHUR JUSTICE CENTER

The MacArthur Justice Center is a public interest organization focused on constitutional impact litigation primarily in the field of criminal justice. The Center litigates a variety of significant matters related to the functioning of the criminal justice system, civil liberties and international human rights. Counsel from the Center maintain offices at the Law School and work with sixteen or more students on these cases. Students have opportunities to draft pleadings, research substantive and procedural issues, participate in litigation strategy and engage in other litigation activities consistent with their level of interest and commitment.

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

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

COURSE POLICIES

SEMINARS

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

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

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

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

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

Students must attend the first meeting of the seminar in order to stay enrolled in the seminar. A student who is on the wait list for a seminar must attend the first class as well. In many cases, the professor is able to accommodate the students on the wait list who attend the first class. A student who wishes to drop a limited enrollment seminar must do so by noon of the day after the first class meeting.

COURSES OUTSIDE THE LAW SCHOOL

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

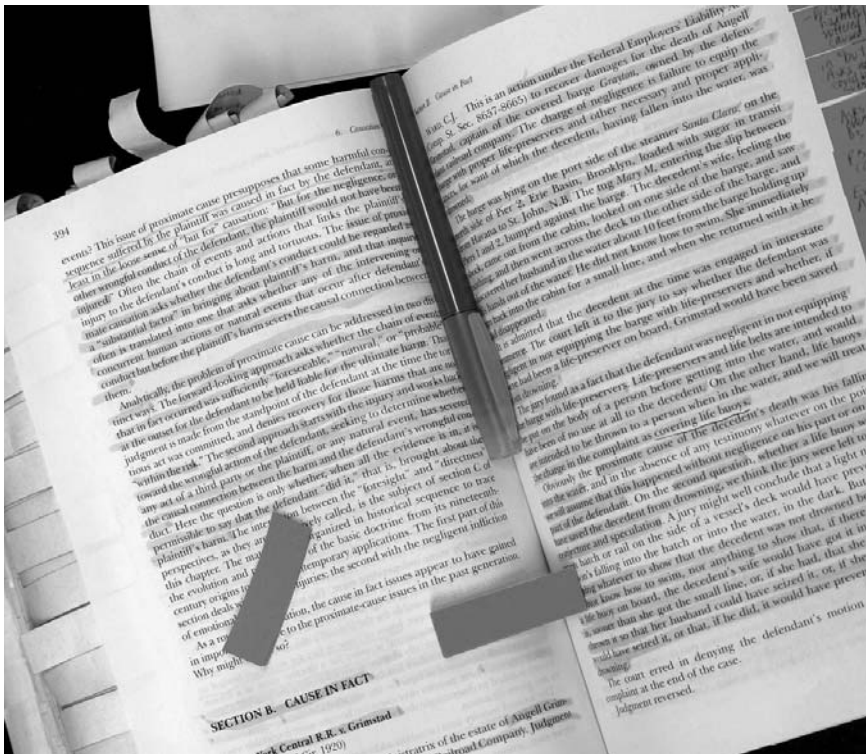
Determinations about the appropriateness of a particular course for a particular student's course of study should not be interpreted as universal approval of a course for all students in a given year or in subsequent years.

ADDING/DROPPING COURSES

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

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

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



GRADING POLICIES

In each course, seminar, or other credit work, the student receives a final grade according to the following scale: A, 180 -186; B, 174–179; C, 168–173; D, 160–167; F, below 160. A grade of 160 or above is required for credit for the work involved.

To maintain satisfactory academic standing, a student must receive a weighted grade average of 168 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 168 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter). In addition, a student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the Law School will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuation in the School as well as to graduation.

The Law School awards the degree of Doctor of Law with Honors to candidates who have a weighted grade average of 179 or better, with High Honors to those with a weighted grade average of 180.5 or better, and with Highest Honors to those with a weighted grade average of 182 or better.







THE CURRICULUM

In the course and seminar descriptions that follow, the number in parentheses at the end of the description represents the value of the course or seminar in course hours per quarter. More up-to-date course information is available on the Law School Web page at <http://www.law.uchicago.edu/courses/index.html>. The course descriptions below, however, provide a representative overview of the curriculum.

FIRST-YEAR COURSES

CIVIL PROCEDURE. 30211. 30221. Civil Procedure is offered in two parts. Part 1 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 2 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 a proctored exam given at the end of each quarter. Autumn (3) Mr. Samaha, Ms. Buss. Spring (3) Mr. Cox, Judge Filip.

CONTRACTS. 30511. 30521. This course, offered over two sequential quarters, addresses the enforceability and interpretation of contractual arrangements, sanctions for their breach, and justifications or excuses for nonperformance. Special attention will be paid to the role of nonlegal sanctions in commercial relationships. The student's grade is based on a single final examination. Autumn (3) Winter (3) Mr. E. Posner, Mr. Baird.

CRIMINAL LAW. 30311. 30321. 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 the 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 (3) Spring (3) Mr. Bibas.

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

LEGAL RESEARCH AND WRITING. 30711. 30721. 30731. All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellows. 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. In the Spring Quarter, each legal writing section is divided into teams of students to prepare briefs in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Autumn (2) Winter (1) Spring (1) Ms. Brewster, Mr. Magundes, Mr. Ford, Mr. Masur, Ms. Smolensky, Ms. Wexler.

PROPERTY. 30211. 30421. This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing. The student's grade is based on a single final examination. Winter (3) Spring (3) Mr. Helmholz, Mr. Strahilevitz.

TORTS. 30611. 30621. The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, is compared. The student's grade is based on class participation and a single final examination. Autumn (3) Mr. Epstein, Mr. Miles. Winter (3) Mr. Levmore, Mr. Gersen.

ELECTIVE. In the Spring Quarter, first-year students elect one course from a prescribed list of six upper-division courses and seminars.

SECOND- AND THIRD-YEAR COURSES & SEMINARS

ADMINISTRATIVE LAW. 46101. This course examines the constitutional and statutory framework surrounding the operation and governance of administrative agencies. The first part of the course focuses on constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. In particular, it examines whether and to what extent the arrangements that mark the modern administrative state are consistent with the structural objectives that underlie our constitutional system of separated powers and checks and balances. The second part of the course considers the Administrative Procedure Act (APA). In particular, it examines both the safeguards and pathologies that have emerged after more than a half-century of experience with the APA's prescribed framework for rule-making, adjudication, and judicial review. The student's grade is based on class participation and a final examination. Autumn (3) Mr. Abramowicz. Winter (3) Mr. Gersen.

ADMIRALTY LAW. 71001. This course will cover the development and scope of this part of the jurisdiction of the federal courts; the role of the Supreme Court in the "common law" development of the substantive law of the admiralty; and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability. The student's grade is based on class participation and a final examination. Autumn (3) Mr. Schmidt.

ADVANCED ANTITRUST: SPECIAL TOPICS IN MERGERS AND ACQUISITIONS. Spring (3) Mr. Rosenfield.

ADVANCED CIVIL PROCEDURE: COMPLEX LITIGATION. 52502. The focus of this seminar is on preparing for and trying today's increasingly complex civil litigation. Topics include consolidation, joinder, intervention, and class actions; depositions and other discovery techniques; case management; trying the case; and ADR alternatives. The perspective is that of a practicing trial lawyer dealing with these issues under the Federal Rules, supplemented by a critical look at how these procedures might be improved to the benefit of our civil justice system. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 25. Grading is based on a written paper on a litigation subject of the student's choice. Spring (3) Mr. Jentes.

ADVANCED ISSUES IN CRIMINAL PROCEDURE. 60802. This seminar addresses various legal issues related to the criminal process, and it frequently analyzes them through the lens of the complex federal criminal case. The issues include questions relating to electronic monitoring and investigative techniques, grand jury charging practice and rules, discovery, joinder and severance, evidentiary matters, suppression motions, sentencing, and prosecutorial and judicial discretion. The setting of the complex criminal prosecution is chosen because the importance of the aforementioned issues is often magnified in that context. The course will attempt to explore the various legal and policy issues implicated by each subject area. The student's grade is based on a final major paper which may be written to fulfill one of the substantial writing requirements. Seminar registration is limited to 15 students. Winter (3) Judge Filip.

ADVANCED ISSUES IN TELECOMMUNICATION LAW. 64802. This seminar allows students to focus on advanced issues beyond those explored in the core telecommunications course. The seminar analyzes the interplay of antitrust and regulatory regimes, including the uses of regulation to create barriers to entry. The seminar will include current topics in regulatory policy, especially those deriving from cable, wireline and wireless competition, internet telephony, and access of content, hardware and software providers to these distribution channels. Students will have the opportunity for independent research and writing, which may cover international subjects. Students must have taken Telecommunications Law (704) or receive instructors' permission to enroll. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based 50% on a substantial paper and 50% on class participation. Enrollment is limited to 20. Spring (3) Mr. Kamin, Mr. Harrington.

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

ADVANCED TRADEMARKS AND UNFAIR COMPETITION. 69902. This seminar addresses current issues and developments such as: the constitutional foundations and limitations of trademark protection; domain names and cybersquatting; the geographic scope of trademark rights; empirical proofs and elusive harms; dilution, property rights, and misappropriation; the proliferation of subdoctrines; configuration, functionality, and secondary meaning; parody and commercial speech; and the right of publicity. Trademarks and Unfair Competition is a prerequisite for the seminar. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper or several short thought papers, and class participation. Enrollment is limited to twenty-two students. Winter (3) Mr. Hilliard, Mr. Widmaier, and Mr. Doellinger.

AFFORDABLE HOUSING TRANSACTIONS. 97202. This seminar combines an examination of the substantive law and policy of affordable housing development with training in specific legal skills relevant to transactional practice generally. The course follows a hypothetical housing transaction from its inception to closing, providing context for discussion of the legal and policy issues related to affordable housing development and providing opportunities to participate in skills simulations in three major areas: interviewing, negotiating, and drafting and review of transactional documents. Substantive legal topics include current issues in urban housing policy, including mixed-income housing and the merits of housing vouchers versus supply-side subsidies; low-income housing tax credits; tax-exempt multifamily housing revenue bonds; mortgage financing; and choice of entity considerations. Students’ grades will be based on a series of short written assignments and participation in class discussions and simulations. Limited enrollment, with preference to students enrolled in the Irwin Askow Housing Initiative. Autumn (2) Mr. Leslie.

AMERICAN INDIAN LAW AND POLITICS. 80302 (=PLSC 40302). This course will survey the evolution and present state of American Indian law and politics in the United States, with a primary focus on federal-tribal relations and secondary emphases on state-tribal relations and the government of reservations themselves. Topics will include treaties; land rights; sovereignty; allotment and termination; federal jurisdiction over reservations; religious freedom; and civil liberties issues on reservations. Option of a research paper or a final exam. Enrollment limited to 25. Autumn (3) Mr. Levy.

AMERICAN LAW AND THE RHETORIC OF RACE. 49801 (LL50 24300, = POLSCI 27300). This course presents an episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed

segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. Grades are based on class participation and a final examination. Spring (3) Mr. Hutchinson.

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

ANALYTIC JURISPRUDENCE. 49602. This seminar is an in-depth exploration of the major themes and theorists of contemporary analytic jurisprudence. Among the authors to be read and discussed are Hans Kelsen, H.L.A. Hart, Lon Fuller, Ronald Dworkin, and Joseph Raz. Schools of thought to be explored will be legal positivism, American Legal Realism, legal pragmatism, and natural law theory. Some focus on the nature of law itself, but greater attention will be paid to jurisprudential consideration of important themes in legal reasoning and legal argument, including rule-based decision-making, precedent, analogy, interpretation, authority and authorities, formalism, common and civil law reasoning, and Legal Realist challenges to and questions about the foregoing. Examples will come from common law, statutes, regulations, and constitutional law. No prior training in jurisprudence or philosophy is necessary or expected. A student's grade will be based on class participation and a major paper, which may be used to fulfill a substantial writing requirement. Autumn (3) Mr. Schauer.

ANTITRUST AND INTELLECTUAL PROPERTY: READINGS. 94702. This seminar will look at a mixture of old and new materials on the intersection of antitrust and intellectual property, focusing on copyright and patent. Possible topics include webcasting, compulsory licensing, cable, and open access. Students write reaction papers to the readings. The student's grade is based on participation and the reaction papers. The reaction papers do not fulfill one of the substantial writing requirements. Spring (3) Mr. Picker.

ANTITRUST LAW. 42801. This course provides an introduction to the law of antitrust. The course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course then looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. The student's grade is based on a final examination. Winter (3) Mr. Picker.

APPELLATE ADVOCACY CLINIC. Directed by Professor Mikva, the Appellate Advocacy Clinic will be available to four (4) third-year students. Each of the students will be responsible for briefing and arguing a criminal appeal to the United States Court of Appeals for the Seventh Circuit in Chicago. Professors Mikva, Meares, and Harcourt will work with the students in the preparation of the briefs and mooted them for oral arguments. Each of the students will receive a license under Illinois Supreme Court Rule 711 for these purposes, and Professor Mikva will serve as the attorney of record. The principal brief will be due in early December, and the reply brief and oral argument will be scheduled for the Winter quarter. All of the appeals stem from trials that have taken place in the U.S. District Court for the Northern District of Illinois. Participants will be selected based upon an interview with Professor Mikva. Applicants must have completed a course in Evidence and at least one course in Criminal Procedure. Students who are selected will be undertaking a major responsibility for which they should be prepared to devote substantial time. Autumn (3) Winter (1) Spring (2) Judge Mikva.

ART LAW. 79301. (=ARTH 495) This course examines legal issues in the visual arts including artist's rights and copyright; government regulation of the art market; valuation problems related to authentication and artist estates; disputes over the ownership of art; illicit international trade of art; government funding of museums and artists; and First Amendment issues as they relate to museums and artists. The basis of the grade will be class participation and three short papers. Spring (2) Mr. Hirschel, Mr. Landes.

BANKRUPTCY AND CORPORATE REORGANIZATION: ADVANCED ISSUES. This seminar will focus on a number of cutting-edge issues in modern reorganization practice, including substantive consolidation, critical vendor orders, and bankruptcy remote entities. Student's grades are based on in-class presentations and a take-home exam. Spring (3) Mr. Baird.

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

BUILDING JUSTICE IN IRAQ. This seminar will study the measures taken to improve the justice system in Iraq, examine their effects, assess their legality under international law, compare them to measures taken in other countries (whether in the context of occupation or otherwise), discuss what could or should have been done differently, and seek to draw lessons for the future. Readings will include documents actually used in proposing, planning, assessing, and implementing measures in the justice sector in Iraq, as well as other literature. Class discussion will center on understanding and evaluating the measures actually undertaken by the Coalition in the Iraqi justice sector. The grade will be based on class participation and a series of short papers. Winter (3) Mr. Fein.

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

CIVIL LIBERTIES AND NATIONAL SECURITY. Civil libertarians have assailed the administration's response to 9/11 as an unprecedented attack on individual rights. This seminar addresses some of the questions implicated by this criticism. Is the administration's position unprecedented? Has the reaction to 9/11 been different, in kind or degree, from the reaction by earlier administrations to perceived threats? Is it fair even to characterize the administration's response as an attack on civil liberties, rather than a temporary and reasoned response to an imminent threat, as the administration contends? Relying on a number of precedents, including Lincoln's unilateral decision to suspend the Writ of Habeas Corpus during the Civil War, the Espionage and Sedition Acts of WWI, and the Japanese internment orders and the declaration of martial law in Hawaii during WWII, this seminar will examine the administration's response to 9/11 in a broader historic and jurisprudential context. The student's grade is based on a paper. Winter (3) Mr. Margulies.

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY. 90913. 90923. 90933. The Police Accountability Project (PAP) is a start-up project that began in Fall 2000. The Project's goals are to enhance police accountability and improve police services in Chicago through a combination of litigation and non-litigation strategies. Through the lens of live-client work, students study the nature of police accountability and misconduct in Chicago and the primary challenges to improving police services. Together, we examine how and where litigation fits into broader efforts to improve police accountability and ultimately our criminal justice system. PAP provides legal representation to indigent victims of police abuse in federal civil rights cases, administrative proceedings, and a limited amount of state criminal litigation. The Project takes on cases that would not ordinarily be brought by the private bar, focusing on those that have potential to raise public consciousness and to facilitate reform. Students work on all aspects of PAP's litigation, from early case investigation and the filing of a complaint through all pretrial, trial, and appellate advocacy. In addition to its litigation activities, PAP has developed a number of programs and reform-oriented strategies in partnership with a diverse array of community, legal, and law enforcement groups. For example, PAP has formed a partnership with public housing residents in Stateway Gardens, a public housing community just a 10-minute drive away from the Law School, to address police accountability, service, and community relations issues. As with PAP's litigation activities, students are fully integrated into PAP's public education, policy reform, and community work. Students are also expected to develop and update PAP's project manual. Second year students wishing to enroll in the Project are strongly encouraged to take Evidence and Criminal Procedure I early in their second year. Constitutional Law III is also recom-

mended. Third year students are required to complete, prior to their third year: Evidence, Criminal Procedure I, either Pretrial Advocacy or Major Civil Litigation, and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in PAP is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy. Autumn (var) Winter (var) Spring (var) Mr. Futerman.

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

COMMERCIAL TRANSACTIONS. 42101. This course studies modern commercial transactions and the various legal doctrines and institutions that affect them, including negotiable instruments, letters of credit, documents of title, and the law of agency. The student's grade will be based on a proctored final exam. (Not offered 2005-2006).

COMPLEX APPELLATE LITIGATION. 51002. This seminar focuses on developing the skills necessary to handle complex appellate cases. Litigation in the federal courts of appeals and the U.S. Supreme Court requires skills not usually possessed by trial lawyers. Many cases in the federal courts of appeals are direct appeals from government agency actions without an intervening district court decision. Even when the government is not a party and private parties appeal the district court's decision, the outcome may depend significantly on the interpretation given to federal statutes and government regulations. Both types of cases may involve complex factual records that need to be distilled and presented effectively in the limited pages and oral argument time allowed by modern appellate courts. In addition, the outcome in complex appellate litigation often depends on difficult constitutional and administrative law issues or the court's perspective on hotly contested public policy questions. In lieu of a paper or examination, students are required to prepare short appellate briefs and to present oral arguments in the context of hypothetical problems closely approximating those encountered in a sophisticated appellate practice with a government agency, private law firm, or public interest group. (Not offered 2005-06).

COMPLEX LITIGATION MANAGEMENT. High stakes, high visibility corporate litigation creates the need for high quality legal reasoning. It also demands a large team of people with diverse skills and knowledge about such things as team management, economics and the marketplace, good public policy choices, the media and public response, the courts, a jury, the opposition, and the client, just to begin the enumeration. This seminar involves several case studies of litigated disputes involving hundreds of millions of dollars that galvanized the media. The case studies will include a California Initiative to roll back auto insurance rates 20%, a corporate governance case involving billions in dividend payments, a class action with allegations of corporate "redlining," and a private attorney general lawsuit in the aftermath of a major natural catastrophe. Stu-

dents will develop and apply their knowledge to examine critically litigation strategy decisions by all parties at the pre-trial, trial, appellate, and settlement phases of each litigation. Guest conversationalists may include a senior litigator, an expert witness, a company executive, a journalist, or a member of the judiciary. Students' grades are based on class participation and students' choice of either a paper or end of quarter examination. Spring (3) Ms. Mintel.

CONFLICTS OF LAW. 41501. An inquiry into the adjudication of cases connected with more than one state, principally through consideration of choice of law, personal jurisdiction, and respect for prior judgments. Autumn (3) Mr. Isenbergh.

CONSTITUTIONAL DECISION MAKING. 50202. Students enrolled in this seminar work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, the "courts" are assigned several hypothetical cases raising issues under either the Equal Protection Clause or the First Amendment's guarantee of freedom of speech and press. Each "court" must select in advance whether it will focus on equal protection or the First Amendment. All cases must be decided with opinions (concurring and dissenting opinions are, of course, permitted). The decisions may be premised on the "legislative history" of the amendment (materials on that history will be provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Constitutional Law is not a prerequisite for participation in this seminar. Enrollment will be limited to four courts. Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts. This course may be taken for fulfillment of the Substantial Writing Requirement. Spring (3) Mr. G. Stone.

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE. Analysis of the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are the allocation of powers among the legislative, executive, and judicial branches; the function of judicial review; and the role of the states and the federal government in the federal structure. The student's grade is based on class participation and a final examination. Autumn (3) Mr. Currie. Winter (3) Mr. Kontorovich. Spring (3) Mr. Samaha.

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

CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS. 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. Time permitting, we will also address the constitutional distinction between state and private action. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student's grade is based on a proctored final examination. Autumn (3) Mr. Strauss. Winter (3) Mr. Strauss.

CONSTITUTIONAL LAW IV: SPEECH AND RELIGION. This course covers various aspects of the first amendment, with particular emphasis on freedom of expression and the problems of church and state. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law II are ineligible to enroll in this course. The student's grade is based on class participation and a final examination. Winter (3) Mr. Samaha.

CONSTITUTION IN CONGRESS. 50102. Students present papers on constitutional controversies that have arisen in Congress or in the Executive Branch. Past examples include President Jackson's removal of deposits from the National Bank, Nullification, and the annexation of Texas. Topics are assigned and researched during the Autumn Quarter so that oral presentations may begin in January (Winter Quarter). Prerequisite: Constitutional Law I. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on class participation and a substantial paper. Autumn (1) Winter (2) Mr. Currie.

CONSTITUTIONAL LAW V: FREEDOM OF RELIGION. 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. Grades are based on class participation and a final exam. Autumn (3) Mr. Hamburger.

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

CORPORATE CRIME AND INVESTIGATIONS. 66702. This seminar will explore the processes by which corporations conduct internal investigation. It will touch on the fiduciary duty owed by the directors and board members to the corporate entity and shareholders. The student's grade will be based on class participation and a final paper. Enrollment is limited to 18. Spring (3) Mr. Guentert.

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

CORPORATE GOVERNANCE. The focus of this course is on current topics in US corporate governance. The course adopts primarily an agency-cost perspective, attempting to identify those agency costs that remain in US corporations once the law of fiduciary duty, the constraints of the managerial labor market, and the market for corporate control, have done their work. As the materials reveal, there is no consensus about the magnitude of these problems – some view them as significant, others as inconsequential. And, as we will see, still other theorists view the central challenge of corporate governance not as reducing agency costs, but rather as improving the content of corporate decisions by promoting a better flow of information within the firm, putting together more effective management teams and the like. Corporate governance as a separate topic of study is relatively new. It began to get attention in the early 1980's, which is about the time that large institutional investors began to take a more active role in the companies whose shares they held. Over the past 20 years, institutional share ownership in American Corporations has increased dramatically and is now upwards of 60%. As a window on to current issues of concern, we will look particularly closely at the activities and demands of institutional investors. We will look at their explicit public pronouncements on governance as well as the demands they are making. We will attempt to assess whether or not the changes they are demanding are likely to be value-enhancing for all shareholders, or whether they are likely to be singularly well suited to the needs and interests of institutions. We will also ask whether there are forces outside of value creation that might motivate institutions to undertake the actions that they do. The question is not simple. For example, the first widely publicized corporate governance campaign was on the issue of executive pay, more specifically the amount of executive pay. Now, while it is certainly true that executive pay in America is, by all international standards, and to be fair common sense, rather out of control, it is also true that the effect of these exorbitant salaries on the company's bottom line, translated into a per share amount, is tiny. Why then did institutions find it desirable to spend money on this campaign? Finally, as we begin to explore the topics in this course, we will highlight the tensions between the interests of institutions and the interests of small investors and will explore the effects of collective action and rational apathy problems on governance-related activism and shareholder voting. As we do so we will pay particularly close attention to what, if any, impact the Internet is likely to have on the received wisdom on these subjects. The course materials are designed to promote active discussion and debate. Most sessions will be structured in a seminar format. One will be a mock board of directors meeting. Students will be required to write short papers (2-5 pages) for many class sessions. Some of these papers will focus on answering a direct analytic question posed in the readings, while others will involve more active

Internet-based research such as examining and analyzing a particular company's executive compensation plan, discussing a campaign of institutional shareholder activism, and the like. Given the discussion format, class participation will count for 40% of the student's grade. Students who are less comfortable speaking in class may fulfill part of the class participation requirement by cutting out relevant articles from the press and submitting them with short discussions about their implications for the dominant themes of the course. Corporations is a prerequisite for this class. International students in the LLM program who have taken corporations in their home country are welcome, but may need to do some additional reading (provided as an appendix to the course packet) to fully familiarize themselves with American corporate law. Limit 40 students. Spring (3) Ms. Bernstein.

CORPORATION LAW. 42301. This course provides an introduction to the law governing the modern limited liability corporation. It focuses on both large and small firms and pays particular attention to mergers and acquisitions as well as the allocation of control rights among managers, boards of directors, and investors. The student's grade will be based on a proctored final examination. Autumn (3) Mr. Henderson.

CORPORATION LAW. This course examines the operation of the large publicly traded corporation. It begins by identifying the core problems that corporate law must solve, and explores and evaluates the solutions it puts forth. Readings include cases, statutes, academic articles, articles from the popular business press, and the publications of advocacy and interest groups of various types. This section does not cover agency, partnership, or LLCs. Winter (3) Ms. Bernstein.

CRIMINAL AND JUVENILE JUSTICE PROJECT. 67213. 67223. 67233. The current focus of the Project is to provide quality legal representation to children accused of crime and delinquency. In that context, the Project seeks to expand the concept of legal representation to include the social, psychological, medical, and educational needs of our clients, including (but not limited to) developing alternatives to incarceration. The Project's other pedagogical goals involve developing pre-trial, trial and other lawyering skills; encouraging students to pursue public service careers and to make public interest work a part of their private practice; teaching students to apply and critically examine legal theory; and improving the system of justice and its relationship to the poor and to persons of color through litigation, legislative advocacy, and public education, including the development of policies and strategies for effective crime and violence prevention. The Project meets regularly for group case conferences and to discuss ethical issues, recent legal developments, and policy. Individual student-teacher conferences are frequent. Second-year students new to the Project are teamed with returning third-year students to foster collaboration and to ensure continuity in representation. The Clinic social worker and social work students are actively involved in many of the cases and activities. Students may be expected to interview clients and witnesses, inspect crime scenes, conduct fact investigations, participate in relevant community, professional and bar association activities, and prepare motions, briefs, memoranda, and other pleadings. Third-year students may also be expected to appear in court at status hearings, argue contested motions, present legal issues, negotiate with opposing counsel, and, depending on the case and the client-student-faculty assessment, participate in the representation of the client at trial. All students are encouraged to work collabora-

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

CRIMINAL INVESTIGATION: INTERROGATION METHODS AND UNDERCOVER OPERATIONS. The seminar focuses on the use of interrogation and undercover operations in conventional criminal and anti-terrorism investigations. Approximately one-third of our time will be spent on conventional techniques of interrogation, *Miranda*, and the problem of false confessions; one-third on issues regarding torture; and one-third on undercover operations and the entrapment defense. Readings will be interdisciplinary; interrogation assignments emphasize psychology. The student's grade is based on participation and a series of short papers and reports. Autumn (3) Mr. McAdams.

CRIMINAL JUSTICE AND CYBER LAW. 68302. This seminar addresses the law of cyberspace with heavy emphasis on criminal law and criminal procedure as it relates to computers and the Internet. Procedural aspects focus on understanding and integrating the different laws and the Fourth Amendment as they relate to gathering information for litigation. Substantive law aspects will focus on cyberstalking, child pornography, defamation, and privacy. The seminar requires one major paper and an Internet ego-surfing assignment. Enrollment is limited to 20. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spring (3) Ms. Abraham.

CRIMINAL JUSTICE REFORM. 67313. 67323. 67333. The Criminal Justice Reform clinical program is taught by the attorneys of the MacArthur Justice Center. Working jointly with and under the supervision of the MacArthur Justice Center attorneys, students will participate in litigation and other advocacy relating to criminal justice issues. The work of the Center varies as its docket of cases changes and evolves. In the past, the Center has litigated cases relating to prison reform, parole practices and the adequacy of funding for indigent public defense. The Center has also handled individual civil rights cases and several matters relating to the distribution of handguns. In appropriate cases, the Center has also engaged in direct representation of criminal defendants at the trial, appellate, and post-conviction levels. Students working at the Center will participate in complex litigation projects as junior counsel with the MacArthur attorneys. Students' work will vary depending upon their level of commitment and energy and the demands of the particular litigation. Typically, students research and draft pleadings and legal memoranda, including briefs to trial and appellate courts; assist with and/or conduct formal and informal discovery; and assist in court presentation of evidence and argument. This course aims to provide students an opportunity to apply the principles they have learned in the classroom in a concrete procedural context

where they and experienced attorneys attempt to use the law to achieve a goal. It is hoped that students in the course will face and address issues of professional responsibility in a real life context; that they will reflect on the connection between their practice and their personal values; and that they will begin to learn the process of becoming an effective colleague and to grow toward independence as an attorney. Prior to the beginning of the third year, students must complete Pre-trial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. Autumn (var) Winter (var) Spring (var) Mr. Bowman and Mr. Margulies.

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

CRIMINAL PROCEDURE II: THE ADJUDICATIVE PROCESS 47301. This course examines what happens in criminal cases after police investigation has been concluded. It considers such topics as bail and preventive detention, the right to counsel, the prosecutor's decision to charge, grand jury screening, the right to a speedy trial, pretrial discovery, plea bargaining, and the right to jury trial. Students need not have taken Criminal Procedure I to enroll in this course. The student's grade is based on a proctored final examination. Autumn (3) Mr. Alschuler.

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

CRISIS IN AMERICAN ISLAMIC RELATIONS. This seminar will explore the legal and political crises stemming from America's struggle to cope with growing turbulence in the Islamic world and with the new prominence of Muslims living in Western societies. Class discussions will focus on the debates surrounding the doctrine of preemptive war, the treatment and trial of wartime detainees, the regulation of weapons of mass destruction, and the rights and obligations of occupying powers. We will also consider whether conflicts with the Islamic world are influencing domestic controversies concerning the treatment of religious minorities and immigrants, the incorporation of international norms into federal and state law, and the judiciary's role in interpreting and applying international law. Student grades will be based on a series of brief, critical essays that will also guide our discussions in the classroom. Winter (3) Mr. Bianchi.

CURRENT CONTROVERSIES IN CORPORATION AND SECURITIES LAW. 52202. The seminar deals with the most important developments in U.S. (and to some extent foreign) corporate and securities practice during the preceding six months. The legal, political, and economic implications of these developments are analyzed from the

points of view of lawyers giving advice to a variety of clients. Each student submits one paper and gives an oral presentation and analysis of another student's paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Winter (3) Mr. Shepro.

DECISION MAKING: PRINCIPLES AND FOUNDATIONS. 75101 (=PHIL) Individuals, particularly those in leadership positions, are often called upon to make decisions on behalf of others. Such decisions are made in both the public and private spheres and can have enormous influence both on individual lives and on public policy. Lawyers are often called on either to make important decisions themselves or to give counsel to people who make them. The way in which individuals are judged often turns on a handful of decisions they make over the course of their lives, and the way they make these decisions has been the focus of thinkers from Thucydides and Aristotle to Bentham and Kant. It has also been a recurring theme in literature and much of modern economics. The course offers a rigorous study of how philosophers and others have examined these questions and the tools they have used, including those from behavioral economics and game theory. Included will be discussion of moral dilemmas and of some of the more common pathologies of decision-making: akrasia, self-deception, blind obedience to authority. The grade is based on class participation and the choice of a final examination or a major paper. (Not offered 2005-2006).

DIVERSITY AND COMMUNITY STANDARDS. 61002. This seminar pursues, over a wide variety of subject areas, what might be called the molecular question of the relationship of microcosm to macrocosm. This is the question of whether and when the law requires that each discrete unit proportionally resembles the whole. Just as every molecule of water contains the same 2/1 proportion of hydrogen and oxygen as the sea, so courts have sometimes pushed each job site, school, community, etc., to contain its proportionate share of blacks, women, the poor, even opportunities for nude dancing. At other times the law has permitted or encouraged concentration rather than dispersion. The seminar explores the implications for diversity and for various minorities of legal intervention either to prohibit or permit such concentration. It also inquires into when, if ever, it makes sense for the scope of federal constitutional rights to vary depending on the community standards of the place in which they are exercised. The basic courses in constitutional law are useful preparation for this seminar. The student's grade is based on class participation and a substantial paper. Spring (3) Ms. Case.

DIVORCE PRACTICE. 93202. This seminar provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of Family Law is recommended. The seminar will familiarize you with the complexities that arise when a family is divided and wife and husband are dissolving their marriage. Topics are covered in the sequence of an evolving case from the perspective of a practicing lawyer and include initial client interviews and retention; determination of jurisdiction; interstate and international parental kidnapping; domestic violence; temporary and permanent child custody and visitation; temporary and permanent maintenance for spouse and support for children; awards of attorneys' fees and costs; exploration of property rights and factors for determining a division; the valuation process and problems in dividing certain types of property; pre- and post-marital agreements; negotiating and drafting marital settlement agreements; pretrial discovery; preparation for trial; common evidentiary issues; federal tax aspects of marital dissolution; and effects of bank-

ruptcy. Fifty percent of the student's grade is based on class participation, and fifty percent is based on the drafting of court pleadings and legal memoranda. Autumn (3) Mr. Schiller.

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

ELECTRONIC COMMERCE LAW. 61802. 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. Topics not covered in the seminar will be suitable for papers. Enrollment is capped at 20. Students may either take the seminar for writing credit, requiring a substantial paper, or may write shorter papers and make presentations over the course of the quarter. Winter (3) Ms. Nagorsky.

EMPLOYEE BENEFITS. 55502. This seminar emphasizes the role of, and issues relating to, employee benefits and executive compensation, in various types of transactions, particularly plan investments and corporate acquisitions. This seminar provides an overview of the main types of pension plans as well as other types of employee benefit plans and executive compensation structures; the principles of taxation governing deferred compensation arrangements; the Internal Revenue Code requirements applic-

able to qualified pension plans and the fiduciary; and conflict of interest requirements of the Employee Retirement Income Security Act of 1974 (ERISA). The federal insurance scheme for the defined benefit plan administered by the Pension Benefit Guaranty Corporation is also examined. The materials include finance and accounting literature as well as statutory and case material. There is some treatment of international benefit issues. The student's grade is based on a final examination. Spring (2) Mr. Scogland.

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

EMPLOYMENT DISCRIMINATION PROJECT. 67113. 67123. 67133. Randall D. Schmidt and his students operate the Clinic's Employment Discrimination Project. The Project focuses primarily on pre-trial litigation. In individual cases, the Project represents clients in cases before the Illinois Department of Human Rights ("Department") and the Illinois Human Rights Commission ("Commission") and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. Additionally, in its individual cases and law reform/impact cases, the Project seeks to improve the procedures and remedies available to victims of employment discrimination so that complainants have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Project, in addition to litigation, is also active in the legislative arena and participates with other civil rights groups in efforts to amend and improve the Illinois Human Rights Act. Second-year students in the Project can expect to handle several cases individually and "second chair" other cases along with third-year students. Second-year students will autonomously handle cases that the Department is investigating. In these cases, students interview clients and witnesses, assist in the preparation of written briefs and memoranda explaining why the client was the victim of discrimination, and represent clients at informal hearings before the Department. Second- and third-year students will jointly handle cases in the Commission and at various pre-trial stages. They will be involved in discovery (drafting requests, responding to the employers' discovery, reviewing the information produced in discovery, etc.) and pretrial preparation (i.e., interviewing witnesses, drafting the pretrial memorandum, etc.). Second-year students will be given the opportunity to attend status hearings and hearings on contested motions, along with the third-year student assigned to the case. Moreover, if the case goes to trial, the second-year student will be actively involved in all phases of trial preparation and will attend the trial. Third-year students in the Project are assigned cases that are awaiting trial in the Commission. In these cases, third-year students attend status conferences, argue contested motions, engage in discovery, negotiate with the employer, and prepare the case for trial. If the

case goes to trial, the third-year student will be expected to be the lead attorney on the case. The Project also handles, or is otherwise involved in, several appeals each year. Both second- and third-year students work on these appeals researching and drafting appellate briefs. If possible, third-year students present the oral arguments in the appeals. It is suggested, but not required, that all students in the Employment Discrimination Project take the Employment Discrimination course. Third-year students participating in the Employment Discrimination Project are required to take Evidence. Third-year Students are strongly encouraged to take, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in the Employment Discrimination Project is limited and preference will be given to students who take Pretrial Advocacy and the Intensive Trial Practice Workshop. The student's grade is based on class participation. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. Autumn (var) Winter (var) Spring (var) Mr. Schmidt.

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

ENTREPRENEURSHIP AND THE LAW. 61902. This seminar introduces students to entrepreneurship in both theory and legal practice. The seminar focuses specifically on micro- and entry-level enterprises, but generally applies to larger businesses as well. The initial part of the course explores entrepreneurship from a multidisciplinary perspective and reviews the constitutional and regulatory context for entrepreneurship in the U.S. The seminar also surveys the most important substantive legal areas that govern and affect entrepreneurship. Topics covered include choice of entity, licensing, commercial real-estate and zoning, intellectual property, employment, and business planning. Throughout the course, students will have the opportunity to practice the skills and techniques required to represent entrepreneurs. Students will analyze strategies for interviewing and negotiating, and they will draft or review business documents such as limited liability company operating agreements, leases, or non-competition agreements. This seminar is a prerequisite for participation in the Institute for Justice Clinic on Entrepreneurship by 2Ls and a co-requisite for participation by 3Ls. Students who are not participating in the Institute for Justice Clinic on Entrepreneurship are welcome. Students' grades will be based on active participation, practical exercises, short papers, or other writing assignments. Autumn (3) Ms. Milnikel.

ENVIRONMENTAL LAW. 46001. This course provides an introduction to the role of legal institutions in resolving environmental resource conflicts and dealing with the health and ecological risks generated by industrialization. The resolution of environ-

mental problems through private litigation, federal regulation, economic incentive systems, and judicial review of administrative decisions is examined. A student's grade will be based on a final examination. A student electing to write an 8-10 page paper in addition to taking the exam may receive three credits and will be graded on both the paper and the exam. Winter (2) Mr. Sunstein.

EUROPEAN LEGAL HISTORY. 91902. This seminar aims to give students an appreciation of the basic themes and the 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 twelfth century, the nature of the *ius commune*, legal humanism, the Reception of Roman law, the natural law school, and the movement towards codification of the law. Students are encouraged to conduct basic research on their own and to share it with the class, and they are permitted to write a paper to satisfy the seminar requirement, but a final examination will also be offered as an option. Spring (3) Mr. Helmholz.

EUROPEAN UNION LAW I: CONSTITUTIONAL AND INSTITUTIONAL FRAMEWORK. This seminar will cover the basic constitutional structure of the European Union. We will first study the framework of the EU to understand how the various institutions interact. Next we will examine how the EU's legal system works within the community of Europe, with particular emphasis on the issues of sovereignty and supremacy. What legislative powers does the EU have? What are the Member States' obligations to the EU? Do Member States have recourse against the EU and each other? Lastly, we will consider the global role of the EU, including its relations with the ICJ, WTO and NAFTA. The seminar will end with a proctored final examination. Winter (2) Ms. Duquette.

EUROPEAN UNION LAW II: CURRENT LEGAL AND POLITICAL PROBLEMS. In this seminar, we will discuss current legal and political problems of the European Union. We will study the role international law plays in the EU's legal system, the evolution of its human rights law, and the impact of the EU's common foreign and security policy. As the EU enlarges, it faces new political and legal challenges, which provide opportunity for discussion and forward-looking analysis. We will examine the perceived need to change the constitutional structure of the EU and consider the political impact a new constitution might have on the Member States. The student's grade will be based on a major research paper and class participation. This seminar may be taken to fulfill one of the substantial writing requirements if the major paper is certified by the professor as having met the criteria. European Union Law I is a prerequisite for this seminar. Spring (3) Ms. Duquette.

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

FAMILY LAW. This course focuses on the law surrounding intimate relationships between adults. In particular, we will focus on the institution of marriage and its changing scope and social meaning, the financial consequences of ending these relationships, and the division between parents of the care and support of children. Spring (3) Ms. Buss.

FEDERAL CRIMINAL LAW. This course examines the substance and structure of federal criminal law. It focuses on four topics: (1) federal jurisdiction over crime; (2) crimes that enlarge the scope of federal criminal law such as the Hobbs Act and mail fraud; (3) crimes that target organizations such as RICO; and (4) other federal offenses, such as bribery of public officials and money laundering. If time permits, an important aspect of sanctions in the federal system, asset forfeiture, will be discussed. The student's grade will be based on a take-home examination. Autumn (3) Mr. Miles.

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

FEDERAL REGULATION OF SECURITIES. 42401. This course covers the issuance and trading of securities. The first half of the course looks at the issuance process in some detail, paying special attention to the complex rules issued by the Securities and Exchange Commission. The second part of the course looks at trading, including tender offers, private actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law is a prerequisite, although it may be taken concurrently. The student's grade is based on class participation and a proctored final examination. Winter (3) Mr. Henderson.

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

FEMINIST JURISPRUDENCE. This course considers ways in which law and legal theory may affect the realization of the equality of the sexes and the rights of women. The readings include a broad range of scholarly writings. (Not offered 2005-2006).

FIDUCIARY DUTIES. 78502. This course examines the fiduciary duties that corporate directors owe to stockholders. The emphasis will be on M&A and other strategic transactions, where directors' failure to discharge their duties can result in injunctive relief

preventing the consummation of a transaction as well as in personal liability for the directors. In this context, we will discuss matters such as the possible need for and manner of conducting an auction, stockholder rights plan (poison pills), and other defensive measures; no shop clauses and other deal protection provisions; and fiduciary outs. We will also consider special issues that arise in transactions involving controlling stockholders and complex capital structures, such as tracking stock. We will pay special attention to the role of counsel in understanding the applicable duties and guiding the board in discharging them. The introductory course on corporation law is a prerequisite. The student's grade is based on a final examination. Winter (2) Mr. Osborne.

FINANCIAL ACCOUNTING FOR LAWYERS. This course provides an introduction to the analysis and communication of economic events through the accounting process. Students learn skills necessary to become informed users of financial statements. The majority of the course focuses on the functions of financial reporting, the elements of the financial reports, procedures, conventions, and terminology. The primary focus of this course will be on the main elements of a company's annual report: Balance Sheet, Income Statement, Statement of Cash Flow, Statement of Shareholder's Equity, and the related footnotes to these statements. Students will also learn basic financial statement analysis techniques, with an emphasis on determining the "quality" of earnings. Basic principles of valuation will be covered, including the time value of money, the discounted dividends and residual income models, and ratio analysis. Time permitting, the course will conclude with an investigation of the application of accounting fundamentals in the legal setting as well as the legal responsibilities of the accountants, lawyers, audit committees, and the Board of Directors. The student's grade is based on class participation, homework assignments, and a final examination. Spring (2) Ms. Fitzgerald.

FIRST AMENDMENT AND THE MEDIA. This seminar addresses the interplay of communication technology and First Amendment law by analyzing two established doctrinal paradigms and one that is currently emerging—press, broadcast, and Internet. Press and broadcast have received disparate treatments under the First Amendment: protection of the speaker (press) versus protection of the public's access to appropriate speech (broadcast). The courts' First Amendment approach to the Internet remains unsettled between a traditional press regime and a more dystopian view that tolerates, if not expects, some government regulation. The course will start with a thorough examination of the First Amendment protections of the press. We will then study the origins and evolution of the rules for broadcast, examine the legal effects of the rise of cable television, draw comparisons with the current unfolding of Internet doctrine, and contrast these bodies of law with the press regime. Questions to be discussed include: at what level of specificity should First Amendment law be adapted to the structural peculiarities of different media? What role does the courts' vision of a medium's value or dignity play in the constitutional treatment the medium receives? How do, and how should, the courts react when a technological rationale on which a First Amendment rule is founded becomes obsolete? Should we welcome different constitutional regimes as doctrinal experiments that may yield productive innovations in First Amendment jurisprudence? What is the proper role of government in fostering public debate and diversity of viewpoints through media regulation? A class in constitutional law (taken previously or concurrently) is a prerequisite for the seminar. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on

a substantial paper or several shorter thought papers, and class participation. Enrollment is limited to fourteen students. Autumn (3) Mr. Widmaier.

FOREIGN RELATIONS LAW. 97801. This course examines the law governing the conduct of American foreign relations. The emphasis will be on the distribution of the foreign affairs power between the executive, legislative, and judicial branches. Special attention will be given to the war and treaty powers. Discussion will focus on the wars in Iraq, Afghanistan, and Kosovo, and on recent treaty questions such as termination of the Anti-Ballistic Missile treaty, American entry into the World Trade Organization by statute, and the scope of human rights agreements. Spring (3) Mr. E. Posner.

FREE SPEECH. This seminar explores speech as a social practice and a constitutional norm. Understanding the social practice helps identify what is now valuable and harmful about communication. But a constitutional law of free speech need not track those understandings; the constitutional question involves practical issues of priority and institutional structure. Readings for the seminar will emphasize contemporary efforts to confront these matters. Grades will be based on a final paper and class participation. This seminar may be taken to satisfy the law school's Substantial Writing Requirement. Constitutional Law I: Governmental Structure is a prerequisite for the seminar. Either Constitutional Law II: Freedom of Speech or Constitutional Law IV: Speech & Religion is helpful but neither is required. Enrollment is limited to 20 students. Spring (3) Mr. Samaha.

FUNDAMENTALS OF COMMERCIAL REAL ESTATE TRANSACTIONS. 44001. This course examines the process of structuring, negotiating, and documenting commercial real estate transactions, focusing primarily upon the acquisition, financing, and sale of income properties. Students specifically address the contract of purchase and sale, due diligence, negotiating problems, choice of entity and tax considerations, condition of title and title insurance, survey, warranties, closing considerations, and basic financing structures. The student's grade is based on a final examination. Regular class attendance is essential to the mastery of the topics addressed in this course. This course is limited to 25 Law School students only. Winter (3) Mr. Gilmartin and Mr. Rosenbloom.

GAME THEORY AND THE LAW. This seminar examines the principles of game theory and their use to analyze legal problems. Applications are drawn from torts, contracts, bankruptcy, antitrust, and civil procedure. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 20. (Not offered 2005-2006).

HEALTH CARE RESOURCES ALLOCATION. 71702. This seminar will search for a solution to the problem of the allocation of scarce health care resources. Drawing from relevant case law and statutes in addition to literature from the fields of health law, policy, and economics as well as medicine and medical ethics, this course will analyze various decision-makers (patients, insurers, government, and physicians) for their suitability to make health care rationing decisions. Specific areas of law that will be addressed as they relate to allocation decisions include medical necessity law, the Medicare fraud and abuse statutes, disability law, patient autonomy law in the context of end-of-life medical care, medical malpractice, health maintenance organization liability, and the

corporate practice of medicine doctrine. Particular attention will be given to contractual solutions to the rationing dilemma and their own barriers to implementation. Spring (3) Mr. Abbo.

HEALTH LAW. This course surveys the law and policy applicable to health care financing and delivery in the U.S. Topics include industry structure, malpractice liability, health insurance regulation, Medicare, Medicaid, taxation of healthcare spending, antitrust regulation, the drug approval process, pharmaceutical product liability, and protection of patient information. A student's grade will be based on a major paper, which may be used to fulfill a Substantial Writing requirement. Spring (3) Mr. Malani.

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

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

HISTORICAL INTRODUCTION TO JEWISH LAW THROUGH THE DEVELOPMENT OF NEGOTIABLE INSTRUMENTS. This seminar will focus on central landmarks in the history of Jewish law, which played a central role in Jewish society. Over thousands of years significant changes took place in the way of life of the Jewish people, caused in part by changes in human civilization in general and in part as a result of transformations unique to Jewish society. All of these changes raised serious challenges to Jewish law and made it necessary for it to make certain adaptations in its contents. A typical example is that of the transformation in Jewish law of the standard deed into a negotiable instrument. The fundamentals of this legal institution were laid down in the course of the period of the Mishnah and the Talmud (0-500) when most Jewish society was agricultural. During the early Islamic period (650-1050), the Arab bill of exchange made its appearance among Jews, who at that time became involved in commercial and

financial enterprises. The bill of exchange presented a real challenge to Jewish law. However, clear elements of negotiability appear in Jewish law for the first time only toward the end of the 13th century, in the Kingdom of Catalonia, probably in relation with the surge in the Kingdom's maritime commerce at that time. The Jewish negotiable instrument reached the height of its perfection, making it resemble the modern instrument recognized in Anglo-American law, at the Polish Kingdom (1500-1800), as part of the comprehensive commercial activities of the Jews there. Students will be required to answer short preparatory questions before each class; to make short presentations; and to actively participate in class discussions. Autumn (3) Mr. Westreich.

HISTORY OF AMERICAN LAW: 1620 1870. 77501. This course explores the character and role of law in America. A survey of American legal history from the European settlements through the Civil War. Topics include: government on the early frontier; the regulation of morals; the theory and law of contract; religious diversity; commerce and federalism; private associations; pleading and the merger of law and equity; codification; slavery; struggles for equality; interpretation of the Bill of Rights. The student's grade is based on a take home examination (80%) and class participation (20%). Winter (3) Mr. Hamburger.

HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS. 78201 (=INTREL 579, HIST 295/395, PATH 465, POLSCI 341, PHILOS 295/395). This course is designed for both law students and medical students. The first part focuses on the dramatic changes in the creation and enforcement of international human rights law that have taken place since World War II. Notwithstanding serious challenges from a variety of sources, no government in the world publicly dissents from the acceptance of support for human rights. Students examine the existing international human rights regime and explore the impact of the UN charter, the Universal Declaration, and various multilateral and regional human rights treaties and regimes on the behavior of nations today. Using cases from U.S. and international courts, the course will then focus on medical and ethical issues in human rights. Topics include political repression (including psychiatric repression and the history of the Gulag); medical research, informed consent, and human rights; the role of physicians in practicing and documenting torture; persecution and asylum; and questions of eugenics. The course emphasizes how the ethical traditions of both law and medicine can be used to promote human rights. Guest lecturers and a film series supplement the curriculum. Students are expected to make short presentations and to submit a short mid-term paper (5 pages) and a final paper (15 pages). This course may be taken for fulfillment of the Substantial Writing Requirement with pre-approval of the instructor. The student's grade is based on a substantial paper (75%) and class participation (25%). Spring (3) Ms. Gzesh.

HUMAN RIGHTS: ALIEN AND CITIZEN. The basic notion of international human rights is that rights are inherent in the identity of human beings, regardless of their citizenship, nationality, or immigration status. This course will address how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the "alien" (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. How native or resident populations and governments respond to new arrivals has varied tremendously in the past and present. In some situations, humanitarian impulses or political interests have dictated a

warm welcome and full acceptance into the national community. In other cases, alien populations have become targets of suspicion and repression. In some extreme cases, states have “denationalized” resident populations who previously enjoyed national citizenship. We will use an interdisciplinary approach to address such questions as (1) Why do human beings migrate? What might human rights as a measuring instrument tell us about conditions that promote refugee flows and other forms of forced migration? (2) What is the meaning of citizenship? How is it acquired or lost? What rights may societies and nation-states grant only to citizens, but withhold from others? (3) Are human rights truly universal? Are rights necessarily dependent on citizenship? (4) How do differences in rights between citizens and aliens become more important during national security crises? (5) What are the principal categories used by nation states to classify foreign visitors and residents? How do these categorizations affect the rights of foreigners? (6) How do international human rights doctrines limit actions by states with respect to certain categories of foreigners such as refugees, asylum applicants, and migratory workers? (7) Given the non-voting status of foreign populations in almost all countries, how are the rights of aliens represented in societies of settlement? How do home country governments regard their expatriate communities. The student’s grade is based on attendance, participation, and a paper. Substantial Writing credit may be given with pre-approval of the instructor. Winter (3) Ms. Gzesh.

IMMIGRATION LAW AND THE RIGHTS OF NON-CITIZENS. This course provides a basic introduction to U.S. immigration law and policy, with a particular focus on how immigration law relates to broader concerns in the structure of our constitutional system. Topics include the sources and scope of the federal government’s constitutional authority to regulate immigration; the grounds for admission and deportation from the United States; the status and conditions of undocumented immigrants; and the relationship between immigration and national security. The student’s grade will be based on a take-home final examination and class participation. Winter (3) Mr. Cox.

INFORMATION TECHNOLOGY LAW: COMPLEX INDUSTRY TRANSACTIONS. 91502. Information Technology is the engine of growth for the emerging economy. From B2B exchanges, to wireless/mobile computing, to e-marketplace web design and development, IT is changing the nature of business today. Accordingly, traditional legal concepts are under pressure to adapt to ever-evolving business models. This seminar provides an overview of complex IT transactions and the commercial and legal principles governing these transactions. Study materials will be drawn from actual contracts and other relevant materials, and emphasis will be placed on developing an understanding of the interaction of commercial needs and legal requirements, including those found in corporate, contracts, intellectual property, and other legal practice areas. Participants will develop an understanding of specific contractual, risk, and warranty clauses and practice pitfalls. From time-to-time, senior industry executives will join the seminar to provide “real world” experience. The student must have taken (or be taking concurrently) Corporation Law or receive instructor approval. The student’s grade is based on periodic short written exercises (40 percent), take-home examination (40 percent), and class participation, including participation in mock negotiations (20 percent). Mr. Zarfes is an Executive Vice President and General Counsel of Cap Gemini Ernst & Young. Autumn (3) Mr. Zarfes.

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

INSURANCE LAW AND POLICY. The seminar will first focus on general issues with relevance for many types of insurance, including the interpretation of insurance contracts, regulation of group insurance, public policy limits on insurance coverage, and the state and federal role in insurance regulation. The course will then shift to considering particular types of insurance, including liability insurance, fire and property insurance, life insurance, health insurance, and automobile insurance. A student's grade will be based on a research paper, an oral presentation of the paper, and class participation. Autumn (3) Abramowicz.

INTELLECTUAL PROPERTY LAW AND THE REGULATION OF INFORMATION. 95102. In this seminar, we will examine how intellectual property law is evolving in the face of technological innovation. We will study questions such as peer-to-peer networks and piracy; digital rights management; decryption; expansion of copyright protections under the Commerce Clause; contributory infringement and safe harbors; fair use of digital content; and legislative and regulatory proposals. Throughout the seminar, we will pay close attention to free speech issues. No prerequisites, although a class in intellectual property law or First Amendment law will be helpful. This seminar may be taken for fulfillment of the Substantial Writing requirement. The student's grade is based on a substantial paper or several shorter thought papers, and class participation. Enrollment is limited to sixteen students. Spring (3) Mr. Hilliard, Mr. Widmaier, and Mr. Doellinger.

INTELLECTUAL PROPERTY LITIGATION: ADVANCED ISSUES. 98602. Intellectual Property litigation provides a framework for exploring complex federal civil litigation practice. This course will provide both insights into the practice of the trial lawyer as well as analysis of central intellectual property law concepts. Using case studies, we will examine issues such as the tactical and practical dimensions of preliminary injunction practice; the use of experts to address specialized subject matter, including the use of market research surveys to prove consumer perception; availability of equitable remedies; and persuasive trial presentation of complex facts. Grades will be based on class participation, oral arguments on motions, and written briefs. Trademarks and Unfair Competition is a prerequisite to taking this course, and completion of Evidence is helpful. Winter (3) Mr. Masters.

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

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

INTERNATIONAL BUSINESS TRANSACTIONS. This course is intended to introduce students to legal issues that arise in the context of transnational business operations, that is, business situations in which more than one legal system is involved. Such issues are increasingly relevant to lawyers everywhere as a consequence of the explosive growth of cross-border transactions and multinational business structures accompanying the "globalization" of economic systems. The course will explore the manner in which a particular domestic legal system (generally the United States, but also others including the European Union) reacts to and attempts to deal with such situations, and will present a broad overview of the sets of legal rules (domestic, foreign, and international) governing transnational business transactions. Students will be introduced to several issues that cut across various types of transnational transactions: the role of

lawyers from different national systems; transnational dispute resolution (before national courts and arbitral tribunals); the place of international law in the United States and other domestic legal systems; the extraterritorial application of domestic legal rules; and the role of international bodies such as the World Trade Organization. The course will then examine various practical problems focused on different types of transnational business transactions and the documents typically used in such transactions: transnational sales, agency and distributorship agreements; licensing of intellectual property; foreign direct investment; mergers and acquisitions; joint ventures; concession agreements; and loan agreements. In analyzing these problems, students will be exposed to the principal kinds of legal rules that apply to each, including antitrust law, securities law and tax law (domestic tax rules and international tax treaties), and will be asked to consider transnational business, tax, and corporate structures. The student's grade is based on class participation and a final examination. Autumn (3) Mr. Dye.

INTERNATIONAL ENVIRONMENTAL LAW. 92702. This seminar examines how global resources can be protected within an international legal framework where state actors reign supreme. Sources of international environmental law and associated enforcement mechanisms will be discussed with reference to various environmental problems such as loss of biodiversity, climate change, ozone depletion, trans-boundary air pollution, and oil spills. The relationship between trade, development, and environmental protection will receive particular attention throughout the seminar, as will issues arising from the evolving role of non-state actors. The student's grade will be based on class participation and a major paper. This seminar may be taken to fulfill one of the substantial writing requirements if the major paper is certified by the professor as having met the criteria. Autumn (3) Ms. Geraghty.

INTERNATIONAL FINANCE. Today the volume of international financial flows far exceeds the volume of international trade. This mini-course addresses the international aspects of U. S. domestic banking and security markets and contrasts them with offshore and other foreign markets. The focus is on U.S., European, and Japanese regulatory systems and the role of international financial institutions. Among the particular topics are the eurodollar and eurobond markets; foreign exchange markets; futures, options and derivative markets; and an introduction to emerging markets finance. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation. The student's grade will be based on a take-home exam and class participation. Spring (1) Mr. Dam.

INTERNATIONAL INTELLECTUAL PROPERTY. This course will cover the basics of international intellectual property regulation, surveying the principal legal systems and international treaty arrangements for copyright, patent, and trademark, as well as questions of jurisdiction, territoriality, and choice of law. A central conundrum in this area of law is that while the laws governing intellectual property have historically been based on territorial sovereignty, the effects of these laws easily spill across borders. This tension between territoriality and global consequences has become more significant as the value of IP increases, the cost of communications fall, and the amount of international trade grows. The current "solution" to this problem is a significant body of international agreements, including the Paris Convention, the Berne Convention, the Patent Coop-

eration Treaty, and, most importantly, the Trade Related Aspects of Intellectual Property (or "TRIPs") Agreement. Using these and other international materials, this course will introduce students to the techniques of international regulation and investigate the effects and desirability of such regulation. Some coursework in intellectual property is required (Patent Law, Copyright, and/or Trademark). Grades will be based on a final examination and class participation. Spring (3) Mr. Henderson.

INTERNATIONAL LAW, INTERNATIONAL RELATIONS, AND CONTRACTS.

This seminar explores international law from the lens of international relations theory and contract law. The seminar will provide students with an introduction to modern international relations theory, including security studies and economic coordination. Our goal in the seminar will be to understand, discuss, and critique international law and organizations from the standpoint of current conceptions of government interaction and contracting. Students do not need a background in either international law or international relations theory. The grade will be based on short analysis papers and class participation. Spring (3) Ms. Brewster.

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

INTERNATIONAL SALES. This seminar focuses on select problems in international sales and dispute resolution. It begins by looking at different sources of international sales law, both public and private, as well as their historical antecedents. It then looks at the rules produced by these varied sources and after exploring how they work, evaluates them in terms of their ability to solve core problems in commercial contracting, comparing them along the way to the Uniform Commercial Code and the US common law of contracts. After looking at sources of substantive law, the seminar shifts its focus to look at different sources of procedural rules for adjudicating disputes, and considers which types of dispute resolution mechanisms are best suited to particular types of disputes or particular types of parties. Both economic and relational aspects of exchange are emphasized. Some case studies of particular industries or types of trade will be included. This seminar requires short weekly papers and does not, absent special arrangements with the instructor, fulfill the substantial writing requirement. (Not offered 2005-2006).

INTERNATIONAL TAXATION. 44601. This course provides a survey of the income tax aspects of investments and business operations of foreigners in the United States and overseas investments and business operations of Americans. Though the principal focus of the course is on the U.S. tax system, some attention is paid to adjustments between tax regimes of different countries through tax credits and tax treaties. The student's grade is based on a final examination. Winter (3) Ms. Roin.

INTERNATIONAL TRADE, INVESTMENT, AND FINANCE. This seminar will address current issues in the field of international trade, direct foreign investment, and international monetary and financial policy. After a short initial exploration of the post-World War II history of those fields, particularly with respect to the General Agreement on Tariffs and Trade (GATT), the World Trade Organization (WTO), and the International Monetary Fund (IMF) as well as the economics and politics of U.S. policymaking with respect to those fields, the seminar will turn to current issues. For example, one focus will be on current issues in the WTO Doha Development Round. In the latter half of the seminar, the focus will shift to issues involving the IMF and policies toward developing countries (especially involving assistance to countries in financial trouble as well as the central issues of bailouts, moral hazard, and contagion). The student's grade will be based on a major research paper and class participation. This seminar may be taken to fulfill one of the substantial writing requirements if the major paper is certified by the professor as having met the criteria. Winter (3) Mr. Dam.

INTRODUCTORY INCOME TAXATION. 44101. This course provides a survey of the essential elements of the U.S. income tax, with principal focus on the taxation of individuals. Points of concern are the nature of income, its timing and measurement, the notions of tax benefit and tax incentive, realization, sales and exchanges, the boundary between personal and business expenditures, capital recovery and capital gains, and assignment of income among related taxpayers. The student's grade is based on a proctored examination. Autumn (3) Ms. Roin. Winter (3) Mr. Weisbach.

INVESTMENT MANAGEMENT. The investment management industry involves a broad array of disciplines with which legal and business advisers must have a basic familiarity. The Investment Company Act and the Investment Advisers Act form the core of the federal regulatory structure. This course examines the basic regulatory framework by analyzing the structure, management, marketing and distribution aspects of investment fund products—primarily mutual funds and closed-end funds. This course will also include discussions on the related aspects of other investment products, including publicly offered ETFs and hybrid funds, and issues related to private investment funds such as hedge funds, private equity and venture capital funds. Case decisions, SEC releases and no-action letters, financial and industry writings, and business case studies will be utilized to analyze multi-dimensional aspects of the investment management industry, including portfolio management styles and practices; characteristics of equity, fixed income, absolute return and other alternative asset classes; the role of fund directors, conflicts of interest and corporate governance issues; distribution-related issues, including sales load variations, 12b-1 fees and other distribution financing options, development of cross-distribution channels, fund supermarkets and the impact of the internet on product design and distribution; marketing issues relating to the use and ownership of historical performance information; the use of investment funds as

funding vehicles for retirement plans; the internationalization of the investment management business; and the financial dynamics of the investment management business and mergers and consolidations of mutual fund sponsors. The student's grade will be based on class participation and a final examination. Winter (2) Mr. Hale.

INVITATION TO TALMUDIC LAW. The objective of this seminar is to familiarize students with the Talmud, which serves as the foundation of Jewish law to this day and which has been the central force in shaping the spiritual and cultural world of the Jewish people for the past two thousand years. The Talmud is characterized by its unique dialectic reasoning. It is also an open-textured text that often provides its interpreters with a great variety of interpretive options. The subjects dealt with by the Talmud, and the normative positions it espouses, are such that modern jurists can take part in Talmudic deliberation, despite the great distance in time that separates them from the original Talmudic text and despite the conspicuous presence of the religious element in Talmudic deliberation. The seminar will introduce the Talmud and its unique traits through direct and unmediated study of the Talmudic text in its English version. We shall focus on the topic of matrimonial property, which is widely discussed in the Talmud. We shall discuss legal doctrines such as implied contracts, rights of third parties, and constructive trusts. We shall also deal with general jurisprudential issues such as ethical v. formalistic reasoning in resolving legal disputes. Students will be required to answer short preparatory questions before each class; to make short presentations; and to participate actively in class discussions. Autumn (3) Mr. Westreich.

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

ISLAM AND INTERNATIONAL LAW. How are Islamic jurists and scholars contributing to cross-cultural debates about the development of international law? Do they seek to embrace existing international law, to enrich it with insights from their own civilization, or to ignore it and create an Islamic international law that challenges Western dominance? This seminar explores the diversity of approaches among Islamic scholars on key questions of international law within the broader context of the legal, political, and religious battles that Muslims are waging on several fronts simultaneously in an age marked by the perceived conflict between Islam and the West. Seminar participants will focus on controversies concerning human rights, banking and finance, constitutionalism and democracy, international regimes, and international organizations. Readings will introduce the complex interpretive debates in the Islamic world among radical, traditional, and modernist interpreters of legal authorities and texts. We will also ask how Islamic debates over these issues resemble and differ from the approaches of American and European jurists. Student grades will be based on a series of short critical essays that will also guide group discussions. Autumn (3) Mr. Bianchi.

ISLAMIC LAW IN THE MODERN WORLD. This seminar will provide an overview of Islamic law (the Shari'a), examining its origins, development, and growing influence on both domestic and international legal systems. We will discuss the fundamentals of classical Shari'a jurisprudence, focusing on the sacred sources of law, the expanding role of human interpretation, and the rival schools that created a flexible and pluralistic legal tradition encompassing the entire Islamic world. In addition, we will trace the emergence of a parallel system of explicitly secular law, promoted by indigenous empires and sultanates and eventually codified under European colonialism. Several readings and class discussions will deal with contemporary debates about modernizing the Shari'a and making it a "living law" for Muslims everywhere. We will compare reform initiatives in a variety of policy areas in secular Westernizing nations such as Turkey, Indonesia, Malaysia, and Nigeria, as well as in neo-traditionalist legal systems such as Pakistan, Saudi Arabia, Iran, and Morocco. In conclusion, we will assess the burgeoning interest in drawing on Islamic law and other non-Western legal traditions in order to develop an international law that is more representative of global multiculturalism. Student grades will be based on three brief and critical essays that will also guide our class discussions. Spring (3) Mr. Bianchi.

JAPANESE LAW. This seminar examines selected topics of Japanese law. Because there are many differences (and similarities) between U.S. law and Japanese law, the seminar mainly adopts a comparative law approach and a functional approach. We identify what the differences are and then try to explain causes of the differences mainly from a functional viewpoint. Differences (and similarities) can be caused by many factors, such as underlying social background, interaction between multiple legal rules, subtle difference of evaluation, or maybe just historical coincidence. Understanding these mechanisms will enhance understanding of various aspects of legal systems. The topics that we discuss in this course are two-fold: in the first half, we discuss selected topics on contract, tort, property, and law on commercial transactions. In the second half, we discuss topics on corporate law, which was reformed dramatically in 2005, and the Japanese corporate governance system, which shows several peculiar characteristics, such as the main bank system and the lifetime employment system. Grading is based on class participation (30%), memoranda (30%) that are

assigned each week, and three short papers (40%), which consist of two short papers (5-10 pages) and one final paper (20-30 pages). All the materials of the seminar are provided in English and no knowledge of the Japanese language is required. Most of the materials will be posted on the Chalk site. Winter (3) Mr. Morita.

JUDICIAL DECISION MAKING. This seminar will cover the classic and contemporary literature on judicial decision-making with the goal of better understanding how judges make decisions. While we will be attentive to normative and theoretical accounts of the judicial role, the emphasis will be on empirical work, including the contributions of legal scholars and political scientists. Many of the readings will focus on the United States Supreme Court, but we will be attentive to other courts as well. The student's grade will be based on participation and several short reaction papers. Spring (3) Mr. Ford.

JUDICIAL REVIEW BEFORE THE FOUNDING. This seminar will read primary sources on judicial review, including sources from medieval Europe, seventeenth-century England, and early state decisions in the 1770s and 1780s. The goal will be to understand what early American judges were doing when they held acts unconstitutional and ultimately to explore different conceptions of law and of judicial office. Spring (3) Mr. Hamburger.

JUVENILE JUSTICE SYSTEM. 60102. This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior. Readings on adolescent development and urban sociology help inform discussions. The student's grade is based on three or four short papers. Enrollment is limited to 20. (Not offered 2005-2006).

LABOR LAW. 43101. This seminar will examine selected aspects of our basic federal labor law, including jurisdiction, procedures and judicial review of the National Labor Relations Board, the regulation of speech and conduct in union organizational campaigns, the ban on employer-sponsored labor organizations, the duty to bargain in good faith, the enforcement of collective bargaining agreements, the limits on economic pressure tactics, and federal preemption of state-law regulation. An examination will be given at the conclusion of the seminar. Winter (3) Mr. Lopatka.

LAND USE. This course covers the statutory and constitutional framework for land use regulation, with special emphasis on zoning, landmark designation, antigrowth ordinances, coastal and environmental protection and other devices. The problems here will be discussed both as a matter of statutory and constitutional law, and will trace the constitutional evolution of takings doctrine, as applied to land, from the first quarter of the 20th century to the present. Spring (3) Mr. Epstein.

LAW AND ECONOMIC DEVELOPMENT. 98201. Disappointment with growth rates in the developing world has led over the past decade to an emerging consensus that economic development cannot be successfully sustained in third world countries without strong market economy institutions. The catch phrase for this emerging consensus is that economic development depends on the rule of law; the idea is that countries hoping to develop must enforce contracts, protect property rights, and stamp out cor-

ruption in government agencies and the judiciary. This seminar will analyze these basic concepts against the background of the extensive research on this topic by World Bank and private economists, the historical evolution of strong market economy institutions in the developed world, and an analysis of the role of various legal measures in promoting economic development. Special topics will include the role of law in corporate governance and in the creation of sound financial sectors in the developing world. The student's grade will be based on a major research paper and class participation. This seminar may be taken to fulfill one of the substantial writing requirements if the major paper is certified by the professor as having met the criteria. Winter (3) Mr. Dam.

LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS. The purpose of this seminar is twofold. First, it introduces students to the political nature of the American legal system. In reviewing social science literature on courts, students focus on the relationship between the courts and other political institutions. The questions asked include the following: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? Second, by critically assessing approaches to the study of courts, the course seeks to highlight intelligent and sound approaches. Particular concern focuses on assumptions students of courts have made, how evidence is integrated into their studies, and what a good research design looks like. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Winter (3) Mr. Rosenberg.

LAW AND PRACTICE OF ZONING, LAND USE, AND EMINENT DOMAIN. 90602. This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land development. We primarily address (i) constitutional bases of private rights and public land use planning; (ii) eminent domain, takings and exactions (including impact fees and delays); (iii) current manifestations of local and regional planning and zoning, including City of Chicago Zoning Reform; and (iv) legal procedures and practical strategies for obtaining public financial incentives, land use approvals, and "relief" for real estate development projects, large and small. Prior course work in real property and constitutional law are encouraged. Course materials include cases, academic and trade-group commentaries, press coverage, and narrative and graphic exhibits for specific development projects. The student's grade is based on attendance, spirited class participation, and, at each student's election, either a paper or an open-book examination. Students writing a paper of 25 or more pages will earn 3 credit hours. Students taking the exam or writing a shorter paper of approximately 15 pages will earn 2 credit hours. Spring (3) Mr. Geselbracht, Mr. Novak, and Ms. Cassel.

LAW AND SCIENCE. 44502. This seminar will explore the question: how can the legal profession, and the legal system generally, cope with the legal and regulatory issues thrown up by the extraordinary advances, and rapidly growing complexity, of modern science? These issues include (a list by no means exhaustive): the litigation of tort suits involving subtle causal relations, and, more generally, the problem of "junk science" and of control of scientific expert witnesses; the role of juries in patent-infringement suits; the challenge to privacy and to intellectual property posed by digitization; the collision between civil liberties and efforts to prevent bioterrorism; the legal response to global warming and other profound environmental problems. the teaching of evolution and

“creation science” in public schools; and the control of dangerous technologies. In short, what is the role of law, in its doctrinal, procedural, and institutional aspects, in relation to modern science? To what extent should the legal system seek to control science? Should science be left to scientists? Must lawyers know science? A background in science is not required for enrollment in the seminar. Very short papers will be due each week, but a student who wants substantial writing credit may substitute a long paper for the short papers. Enrollment is limited to 30. Winter (3) Judge R. Posner.

LAW AND TECHNOLOGY: CURRENT ISSUES. 91302. The goal of this seminar is to provide students with a chance to read unpublished work from the nation’s top intellectual property and telecommunications scholars. It is organized simply: each week, students read between one and three unpublished manuscripts written by some of the nation’s leading high-technology legal thinkers. Students then write response papers evaluating the manuscripts. We discuss those response papers, and the original manuscripts, in class. Substantial writing credit is available, but only with the instructor’s specific written permission. Spring (3) Mr. Lichtman.

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

LAW AND THE POLITICAL PROCESS. 98402. This course surveys the legal regulation of elections and politics. Topics include the individual’s right to participate in the political process; redistricting and the distribution of electoral power; the role of race in the regulation of politics; the regulation of political parties; and campaign finance reform. The course will pay particular attention to the political theories and empirical assumptions that underlie judicial regulation in these areas. The student’s grade will be based on a take-home final examination and class participation. Autumn (3) Mr. Cox.

LAW, BEHAVIOR, AND REGULATION. 65402. This seminar deals with new and emerging understandings of human behavior—the lessons of those understandings for legal regulation. Topics include environmental regulation, broadcasting, occupational safety and health, damage remedies, and the law of equality. Theoretical materials involve people’s bounded rationality, as they rely on “heuristics” that lead to errors, and are also susceptible to various biases. There is discussion as well of people’s capacity for fairness and their understanding of what fairness specifically involves. A recurrent question will be whether “behavioral law and economics” has advantages over traditional law and economics in thinking about regulation of private conduct. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper. (Not offered 2005-2006).

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

LAWS OF WAR. This seminar will investigate whether and how the laws of war constrain different actors. It will provide a historical overview as well as an exploration of the different purposes of the laws of war. In particular, we will cover Hague law which governs the means and methods of war as well as Geneva Law with particular reference to the protection of civilians and prisoners of war. We will also address issues including the scope of liability during conflict; the differing constraints over international and non-international armed conflict; terrorism and the future of humanitarian law; as well as the environmental regulation of conflict. Students will have the option of turning in several short response papers or one long paper (at least 20 pages). Those students who write a 30-page paper will receive substantial writing credit. Spring (3) Ms. Wexler.

LEGAL AND POLITICAL PHILOSOPHY OF RONALD DWORKIN. This seminar will be centered primarily on Dworkin’s legal philosophy, as expounded in *Taking Rights Seriously* and *Law’s Empire*, focusing on his critique of positivism and on his interpretive theory of law as “integrity.” But considerable attention will also be given to its connection to his political philosophy and to his ideas about liberalism and justice. Winter (3) Mr. Larmore.

LEGAL ASPECTS OF CONTEMPORARY CHINA’S ECONOMIC TRANSITION. This seminar addresses the evolution and features of contemporary legal institutions in China as against the background and as part of China’s economic transition and her integration into the world economy. The interaction between China’s legal development, economic transition towards market economy and world economic integration will be the focus of this seminar. With a brief introduction to China’s social, economic, and political status, discussions in this seminar will cover topics such as the evolution of jurisprudence; features and reform of the judicial system and commercial dispute resolutions; challenge to real property law from the disparity between rural and urban economic development; privatizations and state regulation of the market; corporate law and capital market reform; the dilemma of bankruptcy and employment, and controversies surrounding intellectual property rights and international trade. The legal and economic systems in Hong Kong will be covered briefly. The student’s grade will be based on class participation and reaction papers. Winter (3) Ms. Chen.

LEGAL ELEMENTS OF ACCOUNTING. This mini-course introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of

various persons involved in producing, regulating, and consuming financial accounting information. The course will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades will be based on a take-home final examination and class participation. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD, and undergraduate finance or accounting majors) must seek instructor permission to take the course and will be graded based on a medium-length term paper. Autumn (1) Mr. Sylla.

LEGAL HISTORY OF EARLY CHINA. 98802. Through study of some of the major legal materials of the pre- and early imperial periods in China (approximately 1045 B.C.E.- 220 C.E.), as well as by introduction to some of the theoretical materials that may be used in analyzing this growing body of early Chinese legal documents, this course seeks to help students revisit their assumptions about legal behavior and the nature and role of law. Throughout the course, students are encouraged to contribute their knowledge about other legal systems (both modern and pre-modern) in our discussions of the ancient Chinese material. In addition to situating the Chinese legal materials in their varying literary, cultural, and historical contexts, thereby highlighting some of their unique features, we will also draw from a wide range of theoretical materials (e.g., comparative anthropology, legal philosophy, social semiotics, etc.), which may be useful in bringing to light 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 English translation, include commemorative inscriptions cast in bronze sacrificial vessels, descriptions of legal practices in received texts, actual statutes and case records, philosophical texts, contracts, and more. The medium, discovery, transmission, and “authorship” of these documents will be given due consideration for the effect they may have on our understanding of the contemporary legal and historical contexts from which the texts derive. The grade is based on three short papers (60% total) and class participation (40%). Enrollment is capped at sixteen. Preparatory reading required for the first class - contact instructor. Spring (3) Ms. Skosey.

LEGAL INTERPRETATION. 51602. Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: “plain meaning,” its cousin textualism; a search for intent (“original,” presumed, or imputed); functional analysis; and so on. The seminar asks how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation receive approximately equal emphasis. Enrollment is limited to 20 students. The student’s grade is based on a series of short papers. Successful completion of this seminar qualifies for the fulfillment of one of the Substantial Writing Requirements. Spring (3) Judge Easterbrook.

LEGAL PROFESSION. 41002. This course, which satisfies the professional responsibility requirement, will consider the law governing lawyers, with particular emphasis on the problems and issues that arise in the representation of corporate and institutional clients by lawyers at large law firms. Among the topics that will be examined are con-

flicts of interest; new client intake; fee arrangements, timekeeping and billing; handling of lawyer-client disagreements and the rare troublesome client; lawyers' duties of confidentiality and loyalty; the obligation of lawyers to report professional misconduct; and the obligations of lawyers when their clients act improperly or come under government scrutiny. Students who take this course may not take any of the other course fulfilling the American Bar Association's mandated professional ethics course requirement. The student's grade is based on an examination. Winter (2) Holzhauser. Spring (2) Mr. Alberts.

LEGAL WRITING AND ANALYSIS. 79912. 79922. This seminar will focus on legal writing and legal practice in the context of American commercial transactions and is specifically designed for, and limited to, the LL.M. students. The class will introduce basic legal skills with an emphasis on effective legal writing, including the structure and drafting of (a) legal memoranda and correspondence to clients and senior lawyers in a firm or business, (b) letters of intent, (c) contracts, and (d) other corporate and business documents. Substantive areas of commercial law and negotiation skills will also be examined in the context of the various documents being studied by the class. At least one session will be devoted to litigation and advocacy issues involving commercial contracts and transactions. The seminar will be taught in its entirety in each of the Autumn and Winter quarters and will be graded on a Pass/Fail basis. Enrollment is limited to 20 students in each quarter. To pass the course, a student must attend class, participate therein, and successfully complete written assignments. Autumn (2) and Winter (2) Mr. Edwards.

LEGISLATION. 44201. An understanding of legislative process and statutory interpretation is increasingly necessary as the influence of statutory law broadens to affect a wide range of legal issues. Solutions to many problems facing today's lawyer involve either knowledge of how legislation develops in Congress or understanding of how laws will be interpreted by the judicial and executive branches. Students examine the contemporary legislative process, including the procedural rules that govern Congress and state legislatures; the role of interest groups; and the major methodological and doctrinal issues of statutory interpretation by courts and agencies, such as the controversy over legislative history. These issues are discussed from legal, economic, and political perspectives. The student's grade is based on a final examination. Autumn (3) Mr. Vermeule. Spring (3) Mr. Gersen.

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

MARRIAGE. 68001. With the aim of making predictions and recommendations for the future, this course examines marriage as a state-sponsored institution, considering its history, its variants (e.g., common law marriage) and close substitutes (e.g., domestic

partnership), conceptual frameworks for analyzing it (e.g., analogies between marriage and the business corporation or partnership or relational contract), past and future variants on the joining of one man and one woman (e.g., polygamy and same-sex marriage), and the use of marriage as an ordering principle in various areas of law. The grade is based on class participation and a final examination or major paper. Winter (3) Ms. Case.

MENTAL HEALTH ADVOCACY. 67013. 67023. 78033. Mental Health Advocacy teaches litigation and other advocacy skills. Under the supervision of the clinical teacher, students engage in individual and systemic litigation and legislative and other advocacy on behalf of indigent, mentally ill clients of the Law School's Edwin F. Mandel Legal Aid Clinic. With the permission of the clinical teacher, students may choose to focus on litigation, legislation, or both. Students engaged in litigation may interview clients and witnesses; research and draft pleadings and legal memoranda, including briefs to reviewing courts; conduct formal and informal discovery; negotiate with opposing counsel and others; conduct evidentiary hearings and trials; and present oral argument in trial and appellate courts. Students who have completed sixty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices. Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings. In addition to discrete advocacy skills such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients and advocacy for systemic change. Prior to the beginning of the third year, students who intend to engage in litigation are required to complete Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Prior or contemporaneous enrollment in either Legislation or Legislative Process is encouraged for students intending to engage in legislative advocacy. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged for all students. Second-year students will ordinarily not be permitted to enroll during the Autumn Quarter. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. Autumn (var) Winter (var) Spring (var) Mr. Heyrman.

NATIONAL IDENTITY AND CITIZENSHIP IN U.S. HISTORY. This course explores the ways that American national identity and citizenship have been legally, politically, and culturally construed at different moments in United States history. It shall examine juridical and social categories of belonging to the American nation and the political, legal, and cultural contestations over inclusion and exclusion that have turned on property-holding, race, gender, and alienage in US history. The emphasis will be on U.S. history and historiography, that is, how have both contemporaries and historians defined

the meaning(s) of being American? How has American identity cohered and fractured, endured and changed, over time, and with what consequences? We will read mainly from history but will draw also from recent theoretical work that problematizes nation and citizenship in various disciplines, including law, political theory, post-colonial theory, cultural studies. The course is organized around thematic issues and moves roughly across time: the American Revolution and the early republic; colonialism and migration in the late nineteenth and early-twentieth century; pluralism and multiculturalism from World War II to the present. Grades are based on the close reading of texts and active, intelligent participation in class discussion; a ten-minute oral presentation to launch discussion in one class, comprising commentary on readings (not a summary) and a few questions for discussion. A one-page comment/ questions to be posted on class e-mail listserv 24 hours before class. (To subscribe, go to: <https://listhost.uchicago.edu/mailman/listinfo/hist-628>, to post a message, send to hist-628@listhost.uchicago.edu); a short review essay of any book-length monographic work on syllabus, 4-5 pages in length. Due at the beginning of class the day it is discussed in class (no late papers); an essay, 15-20 pages in length, expanding on one of the thematics of the course, drawing from at least three works from the selected bibliography (see end of syllabus), and/or other books in consultation with the instructor. Due Monday, Dec. 10 to instructor's mailbox SS 19. Autumn (3) Ms. Ngai.

NATIONAL SECURITY LAW. 70701. We will study the law and policy relating to national security threats and regulatory responses by government, especially the threat of terrorism and catastrophic attacks with nuclear, biological or chemical weapons. Topics covered may include the constitutional law of emergencies, executive power, and free speech; statutes such as the Foreign Intelligence Surveillance Act and the USA PATRIOT Act; and recent legal controversies surrounding the detention and interrogation of alleged enemy combatants. Although there are no formal prerequisites, students who have taken Constitutional Law I will have acquired useful expertise in some of the relevant issues. Winter (3) Mr. Vermeule.

NETWORK INDUSTRIES. 73501. This course addresses state and federal regulation of price, quality, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, the Internet, and telecommunications, with exposure to problems of the other network industries, such as transportation and consumer electronics. This course emphasizes the substantive law and regulated industries and pays scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. The student's grade is based on class participation and a final examination. (Not offered 2005-2006).

NON PROFIT ORGANIZATIONS. 67802. This seminar explores the law associated with nonprofit organizations. Such topics as fiduciary duties, conversions from nonprofit to for-profit status, tax exemptions, charitable deductions, and limits on lobbying activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the nonprofit sector. The student's grade is based on class participation and a final examination. Enrollment is limited to 18. Fall (2) Mr. Golden.

PARENT, CHILD, AND STATE. 47101. (=SSA, PUBPOL). This course examines the legal rights of parents and children, and the state's authority to define and regulate the parent-child relationship. Among the topics discussed are children's and parent's rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state's response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies. The student's grade is based on a proctored or take-home examination. (Not offered 2005-2006).

PARTNERSHIP TAXATION. 75601. This course examines income tax aspects of partnerships. Partnerships have become a widely used business structure, particularly since the invention of limited liability companies and the increase in the number of start-up ventures. The course focuses on formations, distributions, income allocations, borrowings, and liquidations of partnerships, with a special focus on using the tax rules in a transactional setting. Introductory Income Tax is a prerequisite. The student's grade is based on a final examination and class participation. Spring (3) Mr. Golden.

PATENTS. 78001. This is a basic course in patent law, where the class is introduced to the governing statutes, core concepts, and influential court decisions. Students without a technical background are nevertheless encouraged to enroll. Patent cases often involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the patented technology itself. Student grades are based on an in-class final examination. Winter (3) Mr. Lichtman.

POLITICAL RESPONSIBILITY. (=PS 42600). Collective action through institutions directed at goals of maximizing freedom equity and well being for people cannot occur unless the individuals acting with and within these institutions are responsible. What does responsibility mean in the context of large scale social structures and organized action? Can we make meaningful distinctions between moral responsibility in individual interaction and political responsibility in the context of participation in political community? Is it important to see political responsibility in backward looking terms of assigning causal agency to events that have occurred, or is it more important to consider responsibilities for future transformation? Can it be argued that people in a collective share responsibility for passive assent or sharing attitudes even when they themselves have not performed harmful or unjust acts? We will discuss questions such as these through works of writers such as Hannah Arendt, Jean Paul Sartre, Larry May, Marion Smiley, Hans Jonas, Dennis Thompson, Robert Goodin, Jacques Derrida and others. Winter (3) Ms. Young.

POVERTY AND HOUSING LAW CLINIC. 90512. 90522. This practicum, 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 of Metropolitan Chicago, which provides free legal services to indigent clients in civil matters. Students will spend at least thirteen hours per week in one of LAFMC's six neighborhood offices—located in Chicago's South Side, West Side, and Northwest Side, in the Loop, and in Evanston and Harvey—or in LAFMC's Housing Law Project or Foreclosure Prevention Project (both of which are located in downtown Chicago). Students may be asked to appear with tenants at administrative grievance hearings; represent defendants in eviction or foreclosure actions; file suit to enjoin land-

lords from performing lock-outs or refusing to make necessary repairs; participate in ongoing federal litigation; advocate on behalf of tenant groups; comment on proposed federal housing regulations; and file bankruptcy petitions on behalf of subsidized-housing residents who are trying to preserve their tenancies. All students will be expected to interview clients, prepare written discovery, and draft motions. Students with 711 licenses may be asked to appear in court at status hearings, conduct depositions, argue contested motions, negotiate with opposing counsel, and participate in bench or jury trials. In addition to working at LAFMC, students will attend a weekly two-hour seminar at which they will learn about laws governing the landlord-tenant relationship; eviction actions; foreclosures; public housing; the Section 8 tenant-based and project-based rental assistance programs; housing discrimination; the affordable housing crisis; and preservation and production of affordable housing. Enrollment is limited to twelve students. This practicum is run by Richard Wheelock (supervisory attorney, LAFMC's Housing Law Project) and Lawrence Wood (supervisory attorney, LAFMC's Northwest Office). The student's grade is based on class participation (20%); one paper—10 pages minimum (10%); and work at LAFMC (70%). Winter (3) Spring (3) Mr. Wood and Mr. Wheelock.

PRACTICING CORPORATE LAW. We will consider in depth issues of topical interest in private and public corporate law practice, with a focus on decisions facing counsel for directors, officers, advisors, regulators, and policy makers. Subjects to be covered include a broad range of corporate governance and strategic transaction issues, reform proposals, securities and corporate litigation, and the role of legal advisors, but will be adapted to match current events and student interests. Students will select a realistic fact setting illustrating a topic of interest to research and present to the class. Students will be encouraged to suggest their own topics. Research will be expected to reach beyond, as appropriate, traditional law-related sources. Students will defend their analysis and recommendations to fellow students. The course will be taught by Robert Helman, former Chairman of Mayer, Brown, Rowe & Maw, LLP, and a corporate director. Grades will be based on two short papers (each approximately 10 pages double-spaced, the first due at mid-quarter and the second due within four weeks after the end of the quarter), oral presentation, and classroom participation. Where appropriate, two students may share a topic. Prerequisite: Corporations. Winter (3) Mr. Helman.

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

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

PRIVACY. 79701. This course surveys America's efforts to draw boundaries between the public and private spheres. The course primarily deals with three types of law: the privacy-related torts, constitutional privacy law, and various federal statutes and regulations that govern the collection, aggregation, and dissemination of private information. Substantive topics of discussion will include Internet privacy; health care and genetic privacy; Megan's Law; sexual privacy; the relationship between privacy and the First Amendment; associational privacy; and the Fourth Amendment and other restrictions on governmental investigations and surveillance. The student's grade is based on a final examination. (Not offered 2005-2006).

PRIVATE AND PUBLIC COMMERCIAL LAW. This seminar explores the existence of a type of commercial law that is often ignored, that is, private commercial law, by which I mean the substantive rules that have been developed by merchant groups to govern their transactions, rules that are interpreted and enforced in merchant run tribunals. Private commercial law currently exists in many industries including, rice, cotton, tea, hay, feed, grain, printing, binding, diamonds and convention organizing. The study of these private systems provides the future commercial lawyer with a glimpse of the types of rules, contracts and interpretive approaches that merchant transactors select when they are deciding for themselves the types of arrangements that are best suited to their businesses. By looking at these arrangements it is possible to learn a great deal about: (1) how to draft commercial agreements subject to public court jurisdiction, (2) what types of fora, apart from public courts, can be selected to enforce agreements in ways more beneficial to contracting parties, and (3) what types of provisions are best left out of contracts altogether. Students will be required to write two papers of no more than 8 pages each. The first paper will ask students to identify an industry that is not governed by a private legal system, but that could benefit from such a system. The second paper will ask students to identify a contracting problem endemic to an industry and to discuss how techniques learned from the study of private legal systems can be used to solve the problem they identify. The seminar is not for writing credit, but with the advanced permission of the instructor the seminar will provide a sound foundation for a subsequent 499 on the subject. Autumn (3) Ms. Bernstein.

PUBLIC CHOICE. 69002. This seminar focuses on the relationship between modern perspectives on voting and interest groups on the one hand and legislation and judicial interventions on the other. The problems associated with collective decision-making illuminate interactions between legislatures and judges; democracy's attempt to solve certain problems; and the roles played by a variety of legal doctrines and constitutional institutions (from takings law and standing, to line-item vetoes and term limits and balanced budget amendments). In short, students arm themselves with the literature on interest groups and democratic decision-making in order to explore a wide variety of social problems and legal rules. Students prepare a series of biweekly "reaction" papers and then a modest take-home exam. (Not offered 2005-2006).

PUBLIC INTERNATIONAL LAW. 72901. This course is an introduction to the international legal system and particularly its decision-making processes—how international law is made and applied; the institutions created for making decisions; and the various legal regimes that are established. Consideration will be given to formal as well as operational prescriptions and practice. The role of power in this system will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention will be given to (1) theory; (2) participants in the system; (3) control of access to and regulation of the resources of the planet; (4) nationality and human rights; and (5) regulation of the use of force. The student's grade will be based on class participation and a scheduled examination. Spring (3) Mr. Kontorovich.

READINGS IN LEGAL THOUGHT. 57002. Students in this seminar read a selection of important works in the development of Anglo-American legal thought from the eighteenth century to the present. In the past, authors have included Blackstone, Bentham, Mill, Holmes, Llewellyn, Frank, Bickel, Calabresi, Posner, MacKinnon, Scalia, Cass, and others. Students submit a commentary on each reading prior to its being discussed in class. This seminar, which will meet five times (6-8 pm) over the course of the year, may be taken for fulfillment of the Substantial Writing Requirement. Grades are based on the written submissions and class participation. Enrollment is limited to 14 students. TBA (3) Judge Ginsburg.

RECENT LITERATURE ON COURTS. 54402. This seminar explores important new works in the social science literature on courts. Its objective is to help participants become fully informed about the most recent and important social science work on courts. Because it aims to provide participants with a critical perspective on new work, solid grounding in the literature, as obtained in Law and Politics: U.S. Courts as Political Institutions (51302), is a prerequisite. The reading varies from year to year, depending on what has been written. Spring (3) Mr. Rosenberg.

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

REMEDIES. 41401. The way in which the law responds to violations of rights is no less important than the way in which those rights are allocated. The law of remedies determines the law's response to violations of rights, and in so doing, it delineates their boundaries and gives them legal meaning. Hence, the study of the law of remedies is closely related to the study of the substantive law, each field shedding light on the other. This course focuses on remedies in Contracts and Torts, referring to the goals of the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as restitutionary damages; probabilistic recoveries; the relationship between damages and non-legal sanctions; evidential damage; and punitive damages. The course also covers the remedies of specific performance in Contracts and injunction in Torts and compares and contrasts these remedies with

monetary ones. Some of the defenses available to both the breaching party and the wrongdoer, such as mitigation of damages and comparative fault, in Torts and Contracts will also be discussed. The student's grade will be based on a final proctored examination. (Not offered 2005-2006).

REPRODUCTIVE LAW AND ETHICS. This seminar examines the ethical and legal issues surrounding reproduction in both the United States and abroad. Course readings are compiled from a wide variety of materials including legal cases, medical journals, and law reviews. The seminar will cover sterilization, contraception, assisted reproductive technologies, embryo storage and adoption, cloning, abortion, pre-implantation genetic diagnosis and screening, maternal fetal conflicts, and surrogacy. Other topics may also be explored. Grades will be based on class participation and a series of short reaction papers written during the quarter. Spring (3) Ms. Smolensky.

RIGHT TO COUNSEL IN THE CRIMINAL JUSTICE SYSTEM. This course examines the right to legal representation for people accused of crimes or in prison who cannot afford a lawyer. It will cover when one is constitutionally entitled to counsel, the quality of counsel provided, the resources available to the lawyer for investigative and expert assistance and whether the legal system is making good on the promise of "equal justice under law." Autumn (TBA) Mr. Bright.

RISK AND UNCERTAINTY. Law must often be made when outcomes cannot be predicted in advance and when authorities can, at most, assign probabilities to the imaginable outcomes. Sometimes probabilities cannot be assigned at all — a situation of risk rather than uncertainty. Risk and uncertainty pervade the war against terrorism and national security; global warming, occupational health, safe foods, and many other issues have similar features. Social science offers a range of fascinating ideas about how people approach risk and uncertainty, with many surprises; behavioral economics and social psychology provide key insights. The purpose of this seminar is to bring together (1) law, (2) risk and uncertainty, and (3) behavioral economics and social psychology. Spring (3) Mr. Sunstein.

ROMAN LAW. 47702. The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. Enrollment is limited to twenty-five students. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2005-2006).

SARBANES OXLEY ACT. This class will examine the changes brought about by the Sarbanes-Oxley Act both in terms of reporting requirements for public companies and the Act's impact on securities litigation. Winter (TBA) Mr. Bunge, Mr. Krulewitch.

SECURED TRANSACTIONS. 42201. 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. The student's grade is based on a proctored final examination. Autumn (3) Mr. Picker.

SEX DISCRIMINATION. 73101. This course will cover the spectrum of distinctions made in the law on the basis of sex and of legal prohibitions on the making of sex distinctions. Autumn (3) Ms. Case.

SEX EQUALITY. 48801. This course in practical jurisprudence inquires into the relationship between sex inequality in society and sex equality under law. The dominant paradigm of legal equality in terms of sameness and difference is examined and an alternative of dominance and subordination is considered. Concrete issues including comparable worth, sexual harassment, rape, abortion, prostitution, family, pornography, and gay and lesbian rights are examined in sex equality terms. Questions such as the legitimacy of the "intent" requirement in Constitutional cases and the fairness of the burden of proof under Title VII are also considered. Inequalities of race and class are addressed throughout. The course canvasses, examines, criticizes, and aims to expand the law of sex discrimination toward meaningful civil equality between women and men. The student's grade is based on a final examination and class participation. (Not offered 2005-2006).

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

STRUCTURING VENTURE CAPITAL AND ENTREPRENEURIAL TRANSACTIONS. 71401. This course covers the tax and legal principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) a new business start up; (2) a growth equity investment in an existing business enterprise; (3) a leveraged buyout of a private or a public company (including a going-private transaction); (4) use of a flow-through tax entity such as an S corporation, a partnership, or an LLC, for a variety of venture capital or private equity financed transactions; (5) a restructuring of an existing enterprise to provide better incentives to key executives; (6) devising an equity-based executive compensation program; (7) a restructuring or workout (in or out of bankruptcy) for the troubled over-leveraged enterprise; (8) devising an exit scenario for the successful venture capital financed enterprise (such as an IPO, SEC rule 144 sales, or a sale of the company); (9) utilizing an NOL in a venture capital or LBO deal; and (10) forming a new venture capital, LBO, or private equity fund. Substantive subjects covered include federal income tax, securities regulation, corporate law, partnership law,

LLC law, bankruptcy law, fraudulent conveyance law, and other legal doctrines and accounting rules relevant to entrepreneurial transactions (including use of common and preferred stocks, convertible debentures and convertible preferred, warrants, and options). The course reviews these tax, legal, and accounting principals in a transactional context and also considers their policy underpinnings and likely future evolution. There are no specific prerequisites. However, Introductory Income Tax is strongly recommended, and Taxation of Corporations I is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting are helpful. The student's grade is based on a final examination. Graduating students are required to take the final examination in the early examination period. Spring (3) Mr. Levin and Mr. Rocap.

STUDIES IN CORPORATE CONTROL. This seminar will study the nature and function of corporate control. The seminar is not open to students who have taken Corporation Law with Professor Isenbergh. Winter (2) Mr. Isenbergh.

TAX POLICY. This course covers issues of basic tax and transfer policy. Issues covered will include the appropriate degree of redistribution in the tax and transfer system, whether income or consumption should be taxed, whether corporations or individuals should remit taxes, and how taxation affects families. Introductory Income Tax is recommended but not required. Students will be expected to write three short essays on topics of their choosing for their grade. There will be no final examination. Spring (3) Mr. Weisbach.

TAXATION OF CORPORATIONS I. 75801. This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax. Introductory Income Tax is recommended. The student's grade is based on class participation and a final examination. Winter (3) Mr. Isenbergh.

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

TELECOMMUNICATIONS LAW AND POLICY. 70401. This course examines the legal framework for the regulation of radio, broadcast television, cable television, and the telephone system. After learning the basics, students focus on specific problem areas, including the regulation of indecent speech; compelled access in its various forms; network effects; and questions about the proper interaction between the Federal Communications Commission, the federal courts, state regulatory authorities, and Congress. The student's grade is based on a proctored final examination. Spring (3) Mr. Lichtman.

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

TOPICS IN U.S. HEALTH ECONOMICS, SOCIOLOGY, AND POLICY. 97002 (=HSTD 35401). This seminar will explore three topics: (1) do physicians, hospitals, and health plans have a “business case” for making investments to improve quality in health care? (2) what relationship (if any) is there among the malpractice system, medical errors, patient safety, and quality? (3) has medical practice in the U.S. been “corporatized”? What might this mean, and what might be the benefits and costs? We will approach these topics by drawing from the health policy, law, and organizational and institutional sociology and economics literature. Winter (3) Mr. Casalino.

TRADE SECRETS. This seminar will examine the law that governs the protection of trade secrets and other confidential proprietary information. This body of law, which lies at the intersection of patent law and information privacy law, is typically given short shrift in intellectual property courses, notwithstanding the importance of trade secrecy protection in the increasingly information-based economy. The goal of this seminar is to provide trade secrecy with more sustained attention. Most of the reading for the seminar will consist of trade secret cases, to be supplemented by some economic, sociological, and historical readings on trade secrecy protection. Students will be graded on the basis of short, weekly response papers and class participation. Spring (3) Mr. Strahilevitz.

TRADEMARKS AND UNFAIR COMPETITION. 45701. The focus of this course is on federal and state laws designed to protect trademarks and to protect against unfair competition, including misappropriation and false and deceptive advertising. The course also examines state laws protecting rights to publicity. The student’s grade is based on class participation and a final proctored examination. Autumn (3) Mr. Landes.

TRIAL PRACTICE: STRATEGY AND ADVOCACY. 91702. This seminar will focus on how trial lawyers develop strategy and themes from the beginning of a lawsuit through trial. The instruction will be by lectures, demonstrations, and participation in “learning-by-doing” exercises. This seminar will be centered on a specific trial problem (including a mini-trial at the end of the seminar), but attention also will be given to decision-making in the pre-litigation phase and how those decisions may affect a trial’s outcome. Students will learn how to use depositions, written discovery, expert witnesses, motions, and technology as effective litigation tools. While exposure to the Federal Rules of Evidence is strongly recommended, this is not a requirement for the seminar. Final grades will be based on a fifteen-page trial brief, class participation, and participation in the mini-trial. Students should be prepared to select a trial partner at the end of the first class. Enrollment is limited to 18 students. Winter (3) Ms. Behnia and Mr. Fields.

TRUSTS AND ESTATES. 45201. This course examines the laws governing the disposition of property at death, including statutory schemes for intestate succession, wills (including preparation, execution, modification and revocation, capacity, and interpretation), trusts and other non-testamentary means of transferring property at death, and statutory constraints on freedom of disposition of property. The course will use the Uniform Probate Code as a base, contrasting its recommendations with the statutory laws of other jurisdictions as appropriate. One goal of the course is to obtain an understanding, both formal and pragmatic, of the elements of a common practice area. A second goal is to examine how rules and standards in this fairly conservative area of the law do accommodate, and should accommodate, social and technological changes, such as assisted conception procedures, artificial life support, untraditional families, and changes in the predominant forms of wealth. A third goal is to investigate the overlap of trusts and estates with evolutions in family law and the extent to which these types of property relations should be directed by the state or left to individual determinations. Grades are based on class participation and a proctored final examination. Winter (3) Mr. Helsinger.

THE U.S. SUPREME COURT. 50302. This seminar involves the study of eight selected cases currently on the docket of the Supreme Court of the United States. The members of the seminar, after considering the briefs filed with the Supreme Court by the actual parties to the cases, present oral arguments and discuss the cases and draft judicial opinions. Each student is responsible for writing at least one substantial opinion concerning a case that s/he did not argue. Enrollment is limited, and attendance is required. Grading is based on the quality of oral argument, participation as a member of the Court during the oral arguments of other students, and the quality of the written opinion. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2005-2006).

WHITE COLLAR CRIME. In 1949, sociologist Edwin H. Sutherland wrote a groundbreaking book titled *White Collar Crime*, a book that coined the term. The thesis of Sutherland's book was that there were large swaths of criminal activity that were never investigated because of our obsession with street crime. Over the course of the next fifty plus years, the field of "white collar crime" emerged in criminal law, but gradually shrank down to the more circumscribed crimes of insider-trading, embezzlement, and tax fraud. Starting with Sutherland's book, this course will explore these narrow crimes, but also the larger range of crimes that fall under a more robust definition of white-collar crime. Autumn (3) Mr. Harcourt.

WHITE COLLAR CRIMINAL PRACTICE AND ADVOCACY. 92202. This one quarter seminar is a practical study of white-collar criminal statutes, pre-indictment representation, and trial advocacy. The course will cover the substantive white collar criminal law of corporate criminal liability, mail and wire fraud, conspiracy, criminal antitrust, tax fraud, and the United States Sentencing Guidelines. It will also address from a procedural perspective corporate internal investigations, grand jury investigations, representation of targets and subjects, and pretrial motion practice. Time permitting, this course will include lectures, demonstrations, and student simulations of pretrial negotiations, opening statements, direct and cross examinations, closing arguments, and effective

sentencing advocacy in the white collar criminal context. Evidence and Criminal Procedure are prerequisites. Enrollment is limited to 16 students, and interested students are required to submit, via email to the Law School registrar, a statement of interest in white collar criminal law. Statements are due upon registration. The student's grade is based on an eight-hour take-home examination (85%) and on class participation (15%). Winter (3) Mr. Tarun.

WORKSHOP: CONSTITUTIONAL LAW. 63612. 63622. 63632. This workshop, conducted over three sequential quarters, exposes students to recent academic work in constitutional law and the theory of constitutional interpretation. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Grading is based on a substantial paper. Enrollment is limited. Autumn (1) Winter (1) Spring (1) Mr. Strauss and Mr. Vermeule.

WORKSHOP: CRIME AND PUNISHMENT. The study of crime and punishment has always held a prominent place in the social sciences and professional schools at the University of Chicago. This workshop carries on this tradition. Providing an interdisciplinary forum for faculty and graduate students to present current research, it allows participants to contribute to the development of new understandings of crime and society's response to crime. This workshop will host a series of lively and interactive presentations covering such topics as incarceration, social disorganization, the geography of crime, street gangs, and state interventions. Sessions will be held roughly every two weeks. Grading will be based on reaction papers and participation in the workshops. Autumn (1) Winter (1) Spring (1) Mr. Harcourt and Ms. Meares.

WORKSHOP: INTERNATIONAL LAW. 63412. 63422. 63432. This workshop, conducted over three sequential quarters, examines current research and controversies in international law, including public and private international law, international trade, and international relations. There are twelve workshop sessions throughout the year in which members of the faculty of other institutions present academic works-in-progress. Students are required to write short essays with critical comments and questions about each workshop paper. They are also expected to participate fully in the workshop sessions. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Students enrolled in the workshop receive three credits at the end of the Spring Quarter. Autumn (1) Winter (1) Spring (1) Mr. Kontorovich, Mr. E. Posner.

WORKSHOP: LAW AND ECONOMICS. 56012. 56022. 56032. This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions. The workshop meets every other week throughout the academic year. Students enrolled in the workshop receive five credits at the end of the Spring Quarter. Grading is based on the completion of a substantial paper that satisfies the Substantial Writing Requirement. Autumn (2) Winter (2) Spring (1) Mr. Weisbach.

WORKSHOP: LEGAL SCHOLARSHIP. 78711. 78721. 78731. This multiquarter course is designed for students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. In the Autumn quarter the course will be run as a mini faculty workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the Spring Quarter the class will function as a workshop for students, enabling them to present their papers. In preparation for each meeting, students will submit short (2-3 page) critiques of the author's paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get his/her piece into publishable shape. The student's grade is based on attendance, participation, and quality of the final writing. Students must complete the entire offering to receive credit for the course. Autumn (2) Winter (1) Spring (2) Ms. Bernstein and Mr. Rosenberg.



INDEPENDENT STUDY

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

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

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

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

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

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

Lisa E. Bernstein: contracts; alternative dispute resolution.

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

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

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

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

Adam Cox: voting rights; election law; immigration law; federal jurisdiction.

David P. Currie: constitutional law; federal jurisdiction.

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

Frank H. Easterbrook: antitrust; securities; interpretation.

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

Craig Futterman: police accountability.

Susan Gzesh: immigration law; international human rights.

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

Bernard Harcourt: criminal law and procedure; punishment theory; socio-legal studies; critical theory; legal and political theory.

R. H. Helmholz: English legal history; continental legal history; real property; personal property.

M. Todd Henderson: corporate law; securities regulation; bankruptcy; intellectual property (especially international issues).

Mark J. Heyrman: rights of the disabled—particularly, the rights of the mentally handicapped, both in institutions and in the community; mentally handicapped in the criminal justice system, including fitness to stand trial, insanity defense, sexual offender laws.

Dennis Hutchinson: legal and constitutional history; racism and the law; institutional studies of the U.S. Supreme Court.

Joseph Isenbergh: domestic and international income and transfer taxation; corporate finance; tax policy; federal jurisdiction.

- William M. Landes: law and economics; intellectual property; torts.
- Saul Levmore: public choice; torts; corporations; corporate tax; comparative law.
- Douglas Lichtman: intellectual property, including copyright, trademark, and patent; information economics; telecommunications; cyberspace; property.
- Tracey Meares: criminal justice system and criminal procedure (especially the role of the prosecutor); regulation of attorneys (especially government attorneys); poverty law; race-conscious remedies.
- Bernard D. Meltzer: labor law; employment law; evidence.
- Jeff Leslie: affordable housing; tenants rights; and economic development transactions.
- Martha Nussbaum: moral and political philosophy; jurisprudence; law and literature; ancient Greek philosophy; feminist theory; theories of motivation.
- Randal C. Picker: secured transactions; bankruptcy; corporate reorganizations; game theory; environmental law.
- Eric Posner: bankruptcy; commercial law; contract law; game theory; law and social norms.
- Richard A. Posner: economic analysis of law; judicial behavior; jurisprudence.
- Julie Roin: federal taxation; taxation of international transactions; state and local government.
- Gerald N. Rosenberg: law and society; law and social change; interest groups, law and the courts; political jurisprudence; empirical approaches to the study of law, courts, and judicial behavior.
- Andrew M. Rosenfield: business and entrepreneurship.
- Randall D. Schmidt: civil rights; employment discrimination; civil litigation—including discovery, pretrial procedures, trial practice, evidentiary issues, etc.
- Geoffrey R. Stone: evidence; freedom of speech and press; equal protection; search and seizure.
- Randolph N. Stone: criminal justice; ethics; legal profession; poverty; racism; legal services to the poor.
- Lior Strahilevitz: property and land use; privacy; free speech, copyright; law and technology; and statutory interpretation
- David A. Strauss: constitutional law; federal jurisdiction; legal theory or jurisprudence; criminal procedure; civil procedure; administrative law; employment discrimination.
- Cass R. Sunstein: environmental law; occupational safety and health regulation; administrative law; separation of powers; jurisprudence and legal theory; constitutional law; social security and welfare law.
- Alan O. Sykes: torts; contracts; insurance; economic analysis of law; private international law.
- Adrian Vermeule: legislation; constitutional interpretation; federal jurisdiction and procedure.
- David A. Weisbach: taxation.
- Diane P. Wood: international antitrust; antitrust; international trade and business; international conflicts of law-private international law; civil procedures.





SUBJECT CATEGORIES FOR SECOND- AND THIRD-YEAR COURSES

ADMINISTRATIVE LAW, LEGISLATIVE PROCESS, AND GOVERNMENT REGULATION

Clinics

Appellate Advocacy Clinic.
Employment Discrimination
Project. 67113.

Courses

Administrative Law. 46101.
American Indian Law and Politics.
Environmental Law. 46001.
Federal Regulation of Securities. 42401.
Foreign Relations Law.
Immigration Law and the Rights of
Non citizens.
Labor and Employment Law.
Labor Law. 43101.
Land Use.
Law and the Political Process.
Legislation.
Local Government Law.
National Security Law. 70701.
Network Industries. 73501.
Telecommunications Law and Policy. 70401.

Seminars

Affordable Housing Transactions.
Antitrust & Intellectual Property:
Readings. 94701.
Civil Liberties and National Security.
Employee Benefits.
International Environmental Law. 92702.
Law, Behavior, and Regulation. 65402.
Law and Economic Development.
Law & Practice of Zoning, Land Use &
Eminent Domain. 90602.
Non Profit Organizations.

Public Choice. 69002.
Sarbanes Oxley Act.
Telecommunication Law:
Advanced Issues. 64802.
Topics State and
Local Finance. 62202.

COMMERCIAL, BUSINESS, AND LABOR LAW

Clinics

Employment Discrimination Project. 67113.
Institute for Justice Clinic on
Entrepreneurship.
Housing Project.

Courses

Financial Accounting for Lawyers. 79101.
Advanced Securities. 48701.
Antitrust Law. 42802.
Bankruptcy and Reorganizations:
The Federal Bankruptcy Code. 73601.
Commercial Transactions. 42101.
Copyright. 45801.
Corporate Finance. 42501.
Corporate Governance. 75001.
Corporation Law. 42301.
Employment and Labor Law.
Fiduciary Duties.
Federal Regulation of Securities. 42401.
Fundamentals of Commercial Real Estate
Transactions. 44001.
International Business Transactions.
International Taxation. 44601.
Investment Management.
Labor Law. 43101.
Land Use.
Legal Elements of Accounting.
Network Industries. 73501.

Patents. 78001.
 Secured Transactions. 42201.
 Structuring Venture Capital and Entrepreneurial Transactions. 71401.
 Taxation of Corporations I.
 Taxation of Corporations II.
 Telecommunications Law and Policy. 70401.
 Trademarks and Unfair Competition. 45701.

Seminars

Advanced Antitrust. 91402.
 Advanced Issues in Telecommunication Law. 64802.
 Advanced Trademarks & Unfair Competition. 69902.
 Affordable Housing Transactions.
 Bankruptcy and Corporate Reorganization: Advanced Issues.
 Business Planning. 62802.
 Criminal Justice & Cyberlaw. 68302.
 Current Controversies in Corporate and Securities Law. 52202.
 Electronic Commerce Law. 61802.
 Employee Benefits.
 Entrepreneurship and the Law. 61902.
 Federalism & Globalization: Insurance Regulation in the Modern Financial Services Marketplace. 92002.
 Historical Introduction to Jewish Law through the Development of Negotiable Instruments.
 International Law, International Relations, and Contracts.
 International Sales.
 International Trade, Investment, and Finance.
 Law and Economic Development.
 Non Profit Organizations.
 Practicing Corporate Law.
 Private and Public Commercial Law.
 Sarbanes Oxley Act.
 Sports Law. 63902.
 Studies in Corporate Control.
 Telecommunication Law: Advanced Issues. 64802.
 Trade Secrets.

CONSTITUTIONAL LAW

Courses

American Law and the Rhetoric of Race. 49801.
 Constitutional Law I: Governmental Structure. 40101.
 Constitutional Law II: Freedom of Speech. 40201.
 Constitutional Law III: Equal Protection and Substantive Due Process. 40301.
 Constitutional Law IV: Speech and Religion. 40501.
 Constitutional Law V: Freedom of Religion. 79401.
 Criminal Procedure I: The Investigative Process. 47201.
 Criminal Procedure II: The Adjudicative Process. 47301.
 Criminal Procedure III: Further Issues in Criminal Procedure. 49701.
 Foreign Relations Law.
 Human Rights: Alien and Citizen.
 Immigration Law and the Rights of Non citizens.
 Privacy. 79701.
 Regulation of Sexuality. 72201.
 Sex Discrimination. 73101.
 The Right to Counsel in the Criminal Justice System.

Seminars

Civil Liberties and National Security.
 Constitutional Decision Making. 50222.
 Constitution in Congress. 50112.
 Diversity and Community Standards. 61002.
 European Union Law I: Constitutional and Institutional Framework.
 The First Amendment and the Media.
 Free Speech.
 Law and Politics: U.S. Courts as Political Institutions. 51302.
 Religion & the State. 97520.
 Reproductive Law and Ethics.
 The U.S. Supreme Court. 50302.
 Workshop: Constitutional Law. 63612.

COURTS, JURISDICTION, AND PROCEDURE

Clinics

Appellate Advocacy Clinic.

Courses

Admiralty Law. 71001.

American Indian Law and Politics.

Conflicts of Laws. 41501.

Criminal Procedure I:
The Investigative Process. 47201.

Criminal Procedure II:
The Adjudicative Process. 47301.

Criminal Procedure III:
Further Issues in
Criminal Adjudication. 49701.

Evidence. 41601.

Federal Jurisdiction. 41101.

Intellectual Property Litigation:
Advanced Issues.

International Litigation
in U.S. Courts. 77101.

The Legal Profession. 41001.

Local Government Law. 71701.

Remedies. 41401.

The Right to Counsel in the
Criminal Justice System.

Seminars

Advanced Civil Procedure:
Complex Litigation. 52502.

Advanced Trial Advocacy. 93902.

Class Action Controversies. 93602.

Complex Appellate Litigation. 51002.

Complex Litigation Management.

Intensive Trial Practice Workshop. 67502.

Judicial Decision Making.

Judicial Review before the Founding.

Juvenile Justice System. 60102.

Law and Politics: U.S. Courts as
Political Institutions. 51302.

Law and the Political Process.

Legal Interpretation. 51602.

Pre Trial Advocacy. 67402.

Practicing Corporate Law.

Trial Practice: Strategy and Advocacy. 91702.

The U.S. Supreme Court. 50302.

White Collar Criminal Practice
and Advocacy.

CRIMINAL LAW AND CRIMINAL PROCEDURE

Clinics

Criminal and Juvenile Justice Project. 67213.

Civil Rights Clinic:
Police Accountability. 90913.

Criminal Justice Reform. 67313.

Courses

Criminal Procedure I:
The Investigative Process. 47201.

Criminal Procedure II:
The Adjudicative Process. 47301.

Criminal Procedure III:
Further Issues in
Criminal Adjudication. 49701.

Evidence. 41601.

The Right to Counsel in the
Criminal Justice System.

White Collar Crime.

Seminars

Advanced Issues in
Criminal Procedure. 60802.

Civil Liberties and National Security.

Corporate Crime & Investigation. 66702.

Criminal Investigation:
Interrogation Methods and
Undercover Operations.

Criminal Justice & Cyberlaw. 68302.

Federal Criminal Law. 58302.

White Collar Criminal Practice
and Advocacy.

Workshop: Crime and Punishment.

FAMILY LAW, PROPERTY RIGHTS, TORTS, AND INSURANCE

Clinics

Mental Health Advocacy. 67013.

Criminal and Juvenile Justice Project. 67213.

Courses

American Indian Law and Politics.
 Art Law. 79301.
 Copyright. 45801.
 Environmental Law. 46001.
 Family Law. 45001.
 Fundamentals of Commercial
 Real Estate Transactions. 44001.
 Labor Law. 43101.
 Land Use.
 Law and Economic Development.
 Law and the Mental Health System. 47001.
 Parent, Child, and the State. 47101.
 Patents. 78001.
 Regulation of Sexuality. 72201.
 Sex Discrimination. 73101.
 Sex Equality. 48801.
 Trademarks and Unfair Competition. 45701.
 Trusts & Estates. 45201.

Seminars

Affordable Housing Transactions.
 Divorce Practice. 93202.
 Employee Benefits.
 The Juvenile Justice System. 60102.
 Law, Behavior, and Regulation. 65402.
 Law & Practice of Zoning,
 Land Use & Eminent Domain. 90602.
 Law and Science.
 Law, Science, and Medicine. 93302.
 Marriage. 68002.
 Reproductive Law and Ethics.
 Risk and Uncertainty.
 Topics in U.S. Health, Economics,
 Sociology, and Policy.

HEALTH LAW**Clinics**

Mental Health Advocacy. 67013.

Courses

Family Law. 45101.
 Health Law.
 Health Law and Policy. 78801.

Insurance Law and Policy.
 Law and the Mental Health System. 47001.
 Parent, Child, and the State. 47101.

Seminars

Health Care Resource Allocation.
 Law and Science.
 Law, Science, and Medicine. 93302.
 Reproductive Law and Ethics.
 Topics in U.S. Health, Economics,
 Sociology, and Policy.

INTELLECTUAL PROPERTY, TECHNOLOGY LAW, & ENTREPRENEURSHIP

Clinic

Institute for Justice Clinic on
 Entrepreneurship. 67613.

Courses

Art Law. 79301.
 Antitrust Law. 42801.
 Copyright. 45801.
 Entertainment Law. 78301.
 Intellectual Property Litigation;
 Advanced Issues.
 International Intellectual Property.
 Network Industries. 73501.
 Patents. 78001.
 Structuring Venture Capital &
 Entrepreneurial Transactions. 71401.
 Telecommunications
 Law and Policy. 70401.
 Trademarks & Unfair Competition. 45701.

Seminars

Advanced Antitrust. 91402.
 Advanced Issues in Telecommunication
 Law. 64802.
 Advanced Trademarks and
 Unfair Competition. 69902.
 Criminal Justice & Cyberlaw. 68302.
 Electronic Commerce Law. 61802.
 Entrepreneurship & the Law. 61902.
 Information Technology Law:
 Seminar in Complex Industry
 Transactions. 91502.

Intellectual Property Law and the Regulation of Information.
 Law and Technology: Current Issues.
 Sports Law. 63902.
 Trade Secrets.

INTERNATIONAL AND COMPARATIVE LAW

Courses

American Indian Law and Politics.
 Foreign Relations Law.
 Human Rights: Alien and Citizen.
 Human Rights III:
 Current Issues in Human Rights.
 Immigration Law and the Rights of Non citizens.
 International Business Transactions.
 International Finance. 48901.
 International Intellectual Property.
 International Taxation. 44601.
 Public International Law. 72901.

Seminars

Building Justice in Iraq.
 Crisis in American Islamic Relations.
 European Legal History.
 European Union Law I: Constitutional and Institutional Framework
 European Union Law II: Current Legal and Political Problems.
 Federalism and Globalization:
 Insurance Regulation in the Modern Financial Services Marketplace. 92002.
 International Arbitration 64602.
 International Law, International Relations, and Contracts.
 International Sales.
 International Trade, Investment, and Finance.
 Invitation to Talmudic Law.
 Islam and International Law.
 Islamic Law in the Modern World.
 Japanese Law.

Legal Aspects of Contemporary China's Economic Transition.
 The Legal History of Early China. 98002.
 Recent Literature on Courts. 54402.
 Reproductive Law and Ethics.
 The Laws of War.
 Torture, the War on Terror, and the War in Iraq.
 Workshop: International Law. 63402.

JURISPRUDENCE AND LEGAL THEORY

Courses

Economic Analysis of the Law. 73201.
 Feminist Jurisprudence. 70501.
 Feminist Philosophy. 47701.
 Human Rights: Alien and Citizen.
 Law and the Mental Health System. 47001.
 The Legal Profession. 41001.
 National Identity and Citizenship in U.S. History.
 Political Responsibility.

Seminars

American Legal Theory. 57802.
 Analytic Jurisprudence.
 Judicial Decision Making.
 Law, Behavior, and Regulation. 65402.
 Legal Interpretation. 51602.
 The Legal and Political Philosophy of Ronald Dworkin.
 Workshop: Crime and Punishment.
 Workshop: Law and Economics. 56012.

LEGAL HISTORY

Courses

American Law and the Rhetoric of Race. 49801.
 History of American Law: 1620 1870.
 Legal History of Early China.
 National Identity and Citizenship in U.S. History.

Seminars

European Legal History.
 Historical Introduction to Jewish Law
 through the Development of
 Negotiable Instruments.
 Invitation to Talmudic Law.
 Judicial Review before the Founding.
 Torture, the War on Terror, and the
 War in Iraq.

TAXATION**Courses**

International Taxation. 44601.
 Introductory Income Tax. 44101.
 Legal Elements of Accounting.
 Partnership Taxation. 75601.
 Structuring Venture Capital and
 Entrepreneurial Transactions. 71401.
 Taxation of Corporations I. 75801.
 Taxation of Corporations II. 75901.

Seminars

Business Planning. 62802.
 Employee Benefits.
 Estate and Gift Tax. 93502.
 Tax Policy. 53702.
 Topics in State & Local Finance. 62202.

**COMPLEMENTARY,
 MULTIDISCIPLINARY, &
 CROSS-LISTED COURSES**

Courses

American Law & the
 Rhetoric of Race. 49801.
 Art Law. 79301.
 Decision making:
 Principles & Foundations. 75101.
 Health Law & Policy.
 Human Rights III: Current Issues
 in Human Rights. 78201.



Legal Scholarship Workshop. 77011.

National Identity and
Citizenship in U.S. History.

Political Responsibility.

Price Theory. 43601. (ECON).

Seminars

Building Justice in Iraq.

Diversity and Community
Standards. 61002.

Game Theory and the Law. 50602.

Higher Education and Law. 52102.

Law and Economics of
Health Care. 68502. (PUBPOL).

Law and Politics: U.S. Courts as
Political Institutions. 51302.

Legal Writing and Analysis.

Recent Literature on Courts. 54402.
(POLSCI).

Risk and Uncertainty.

Roman Law. 59302.

Sports Law. 63902.

The Legal and Political Philosophy of
Ronald Dworkin.

Workshop: Crime and Punishment.

Workshop: Law and Philosophy. 61512.
(PHILOS).

CLINICAL COURSES

Appellate Advocacy.

Civil Rights Clinic:
Police Accountability. 90913.

Criminal and Juvenile
Justice Project. 67213.

Criminal Justice Reform. 67313.

Housing Project. 95013.

Mental Health Advocacy. 67013.

The Institute for Justice Clinic on
Entrepreneurship. 67613.

Poverty & Housing Law Clinic. 90513.



FACILITIES

THE LAW SCHOOL

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

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

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

THE D'ANGELO LAW LIBRARY

Occupying five floors in the central building of the Laird Bell Quadrangle, the D'Angelo Law Library combines one of the finest print collections in the country with the latest technology in electronic text and information access. The Library's unique design—bookstacks surrounded by student carrels and faculty offices—is a physical expression of the Law School's community of scholarship and teaching. Ample seating on all floors of the Library provides students with direct access to the print collections. Wired and wireless network availability throughout the tower enables laptop access to electronic resources. The print Library, numbering more than 700,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, and both current and historical sources of law and commentary. The electronic collection includes access to an extensive array of campus networked information sources in many disciplines, online legal information sources, the Library's online catalog, and Lexis-Nexis and Westlaw. Faculty and students have unlimited access to all electronic sources from Library and home computers, along with downloading and printing capabilities.

The Library's Web page—at www.lib.uchicago.edu/e/law/—guides law students and professors to the variety of services provided by the D'Angelo Law Library and is a simple and consistent gateway to an array of sources on the Internet. Statutes, cases, foreign laws, treatises, international law, journal articles, working papers, catalogs, bibliographies, statistics, directories, news stories, electronic discussions, and past examinations are all available through this service. Librarians create this virtual pathway to legal information and also serve as mediators connecting the faculty, students, and staff of

the Law School with the information they seek. The librarians also serve as instructors for legal research, both through the formal research and writing program, and in less formal sessions held during the spring quarter to prepare students for their experience in legal practice.

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





STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

The Law School has approximately sixty student organizations that serve a variety of student interests. There are organizations devoted to scholarship and legal practice (e.g., the three law journals, the moot court program, and the student clinic board); there are organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property and Entertainment Law Society), identity groups (e.g., Black Law Students Association, Christian Law Students), community outreach (e.g., Street Law, 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 pre-eminent legal journals. Managed and edited by students, *The Law Review* publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. *The Law Review* emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 15 percent of the students in each first-year class have been invited to join *The Law Review* on the basis of either academic performance or excellence in an annual writing competition. Students may also join the staff during their second or third years by completing a publishable comment through the Topic Access program.

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

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

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

Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

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

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

LSA supports a variety of student groups, including:

- ACLU for students interested in exploring issues of civil liberty;
- the American Constitution Society, 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 opportunities for law students' spouses and significant others;
- Apathy, the women's intramural sports teams (long reigning University champions in football);
- the Asian-Pacific Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Bull Moose Society, to spark debate about the nature and shortcomings of the current state of two-party politics;
- the Chicago Investment Law Group, for students interested in financial markets and the impact of legal decisions on capital markets;
- the Chicago Law Foundation, a nonprofit organization providing funds for Law School students to work on public interest legal projects;
- the Christian Law Students, organized to discuss the relationship between legal education, the legal profession, and Christianity;
- the Dallin H. Oaks Society for student members of the Church of Latter Day Saints;
- the Edmund Burke Society, a conservative debating society;
- 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 Film Festival, organized to watch and discuss movies with legal themes;
- FeedChicago, a community service organization that raises funds and food to benefit the Greater Chicago Food Depository through a fall Casino Night fundraiser and a competitive food drive in the winter; also sponsors volunteer opportunities at the Food Depository;

- the Group of Older Law Students, to provide support and social activities for students who have taken time away from school;
- the Intellectual Property & Entertainment Law Society, to promote student understanding of intellectual property (including patent, trademark, and copyright law); entertainment, sports, and telecommunications law; and first amendment, libel, and media law;
- the International Human Rights Law Society, to provide hands-on legal experience to students interested in Human Rights Advocacy;
- the International Law Society, organized to examine the legal systems of other countries and their relationship to the Anglo-American legal system;
- the Japanese Law Society, organized to promote knowledge and awareness of Japan and its legal system through lectures by practitioners and scholars and sponsorship of students who wish to attend Japan-related business and academic conferences;
- the J.D./M.B.A. Student Association, providing information and support to students interested and involved in the J.D./M.B.A. program;
- the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
- the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
- the Law and Internet Forum, to discuss cutting edge topics relative to the law of cyberspace;
- Law and Society, for students who wish to discuss liberal/progressive policies and legal theories;
- 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 School Republicans, a forum for Republican-minded students to interact with other students sharing a similar ideology through sponsorship of speakers who address both state and federal issues;
- Law School Trivia, an annual student-faculty trivia tournament;
- the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
- Lawyers as Leaders, to analyze and discuss theories of leadership with leaders in various fields;
- the Middle Eastern Law Students Association (MELSA), created to promote a better understanding of the cultures, politics, and legal institutions of the Middle East and to encourage students connected with the region to meet and exchange views;
- Muslim Students Association, to satisfy the diverse social, cultural, religious, and intellectual needs of Muslim students and to introduce the Law School community to issues of importance to Muslims;
- Outlaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;

the Personal Finance Club, to help educate students about the importance of making sound financial decisions;

the Phoenix, the Law School student newspaper;

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

Res Musicata, a chamber group;

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

Scales of Justice, an a cappella singing group;

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

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

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

the Transfer Students Association, a group dedicated to easing the transition for transfer students;

Wine Mess, which organizes the weekly cocktail party for faculty and students;

the Winston Churchill Gaming Society, to promote the wide variety of board games, card games, role-playing games, and computer games;

and the Women's Mentoring Program, a program that pairs local alumnae with current women students.

ATHLETICS

Graduate students at the University have a wide range of opportunities to participate in intramural activities each year, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a campus card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also over 725 intramural teams and forty-two Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee.

RELIGIOUS LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming that is open to all who are interested. Through the arts, worship, social action, and 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. Inter-religious 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.

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

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

CAREER SERVICES

The Office of Career Services offers comprehensive career services to students and graduates of the Law School. We welcome and encourage students and graduates to use the Office of Career Services to explore career options and to learn job search techniques that will serve them well in law school and throughout their professional careers.

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers the on-campus interview programs, with more than 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 non-traditional employers; and manages information about non-traditional opportunities for students and graduates. More than 2,000 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 maintains a database of judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs which are often led by practicing lawyers, many of whom are alumni.

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, clippings, proprietary survey information, recruiting materials from more than 1,500 employers and electronic, online materials including a proprietary database of more than 3,000 employers. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

At the time of graduation, over 97% of the Class of 2004 had found employment: 68% entered private practice; 21% obtained judicial clerkships with judges in the federal appellate or district court; 1% entered each of the following sectors—finance, business, and not-for-profit; 7% obtained positions in public service and government; and 1% continued their academic studies. During the summer of 2005, virtually 100% of the Class of 2006 was employed in legal positions. The majority of these opportunities were with law firms; 3% of these positions were with public service and public interest organizations; and approximately 1% were with finance, business and corporate positions. About 90% of the Class of 2007 obtained law-related employment in the summer of 2005. Approximately one-third of this class worked in a law firm, one-third in the public interest/public service sector, and one-third were employed at the Law School as assistants in the clinics and as research assistants to faculty members. In recent years, approximately 20–26% of the students in each graduating class have accepted a judicial clerkship. During the 2004–2005 United States Supreme Court Term, seven Law School graduates served as law clerks for United States Supreme Court justices.

PUBLIC INTEREST CAREERS

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support which the Law School offers for students and graduates seeking public interest work is multifaceted, the common goal is to educate, inspire and support present, former and future students in their efforts to pursue a career that incorporates a commitment to public service work.

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

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

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

ACADEMIC CAREERS

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

COMPUTER SERVICES

Computer services at the Law School are maintained and continually upgraded by the school's 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.

There are two student computer labs, one devoted to Windows users and the other containing both Windows and Macintosh computers. The labs are located on the second and third floors of the Library. The computers in the student labs contain a full compliment of software for students needing to do word processing, email, and general internet access including legal research through Lexis/Nexis and Westlaw. These labs and networked classrooms are used for training students on using the campus network, internet information sources, the Library's online catalog, and Lexis/Nexis and Westlaw. The labs also provide printers for student printing needs. Student documents are stored on servers maintained by the Law School allowing students to have fast and easy access to their files from any workstation. These servers are backed up on a regular basis.

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



*New Graduate
Residence Hall*

HOUSING

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

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

NEW GRADUATE RESIDENCE HALL

Many of the single first-year Law School students live in the New Graduate Residence Hall (New Grad). Designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It has a capacity for about 125 graduate men and women. Approximately 90 of them are first-year law students. Most of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a game room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a nominal cleaning fee associated with the use of the kitchen.) The room rate is \$7,033 or \$8,536 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at \$6,513.



*International
House*

INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates graduate residents—many from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds, provides facilities that can benefit social and cultural development of its residents, and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents in the House's cafeteria, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities.

A variety of rooms varying in size and amenities are available in International House. The average single room rate is \$1,499 per quarter. There is no mandatory meal plan. All rooms are furnished, including blankets and bed linen.

NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates more than 1,100 apartments in twenty-nine buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from \$455 to \$911 monthly; those for unfurnished are from \$541 to \$1,158 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter.

Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath.

MEAL SERVICE

Arrangements may be made by law students to purchase meal plans served in the Burton-Judson dining halls next to the Law School. The majority of contracts consist of a number of meals served per quarter plus a "purse" of Flex Dollars. Flex Dollars can be used to purchase meals in the dining halls or in Hutch Commons and the C-Shop, both in the Reynolds Club. The maximum contract provides up to 187 meals per quarter at a cost of \$4,419 for the year. Other packages including Flex Dollars are available and can be used in any of the four residential dining halls including International House. Further information and meal plans can be obtained at the Office of Student Housing, 773/702-7366, or at rh.uchicago.edu.

CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps employees and students find childcare through two main sources: (1) The Day Care Action Council, a resource and referral agency; and (2) an on-campus childcare coordinator. Their referral services are free of charge.

The Day Care Action Council (DCAC) is a private, not-for-profit agency, which operates a resource and referral service. The University has contracted with DCAC to provide information regarding child care. The Day Care Action Council can be reached by phone at (773) 564-8890 or by e-mail at childcare@daycareaction.org.

The On-Campus Child Care Coordinator maintains a list of members of the University community who are interested in providing childcare. The coordinator is located in the Benefits Counseling Office, Bookstore Building, 3rd floor, and can be reached by phone at (773) 702-9634 or by e-mail at benefits@uchicago.edu.

It is important to remember that the On-Campus Childcare Coordinator and the Day Care Action Council are referral services only and do not recommend or endorse any particular provider.

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

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

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

The University requires all students, other than those in programs explicitly excluded, to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. If the student is resident in Chicago, the insurance must cover medical care other than emergency care in the Chicago area. The insurance requirement may be satisfied in one of two ways:

1. Enroll in the Student Accident and Sickness Insurance Plan offered by the University, or
2. Complete the online insurance waiver application before the open enrollment deadline. The waiver application requires the student to certify that his or her insurance coverage is comparable to the Student Accident and Sickness Insurance plan.

AUTOMATIC ENROLLMENT

Students who fail to complete an insurance election or apply for a waiver by the open enrollment deadline for the plan year will be automatically enrolled in the University's Student Accident and Sickness Insurance Basic Plan and will be billed for that enrollment. The enrollment is binding for the entire plan year.

STUDENT HEALTH AND WELLNESS FEE

All registered students, other than those in programs explicitly excluded, must pay the Student Health and Wellness Fee, which covers services at the Student Care Center and Student Counseling and Resource Services. The Student Health and Wellness Fee will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter.

The Student Health and Wellness Fee will not be waived for participants of any other group or individual health plan.

IMMUNIZATION REQUIREMENTS

By State of Illinois law, all new students* are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The Student Care Center (<http://scc.uchicago.edu>) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available to be downloaded from the web. They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of enrollment, students who are not yet compliant will have their subsequent registrations restricted and will not have the restriction lifted until they have become compliant with the immunization requirement. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve his or her status.

Restricted students will lose on-line access to grades as well as access to University libraries, athletic facilities, and health services, among other privileges. Restricted students will be required to leave the University if the restriction is not cleared by the fifth week of the subsequent quarter. Students required to leave will not receive credit for

work done through the end of the fifth week of the quarter. Students living in undergraduate dormitories will be required to leave the University housing system.

*Students who are enrolled less than half time and non-degree international visiting scholars are exempt from this requirement.

SECURITY

The University Police Department operates twenty-four hours a day, seven days a week, on campus and throughout the Oakland, Kenwood, Hyde Park, and Woodlawn neighborhoods. They patrol north to 39th, south to 63rd, east to Lake Shore Drive, and west to Cottage Grove.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other's calls within the University Police's coverage area. University Police headquarters is located at 5555 South Ellis Avenue.

There are approximately 300 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, *Common Sense*. *Common Sense* describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns.

Common Sense is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students, 5801 South Ellis Avenue, Chicago, Illinois 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.

UNIVERSITY POLICIES

STATEMENT OF NON-DISCRIMINATION

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

ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to study at the University.

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

Students with disabilities should contact their area Dean of Students and a representative of the Office of the Vice President and Dean of Students in the University (Administration 234, 834-9710) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

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

LEARNING DISABILITIES

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

As in the case of other disabilities, faculty and academic staff should instruct learning disabled students to request assistance from their area Dean of Students and a representative of the Office of the Vice President and Dean of Students in the University. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

DOMESTIC PARTNERSHIP POLICY

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

Privileges will be extended to a student's domestic partner and partner's child(ren) for the Student Accident and Sickness Insurance plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her child(ren) for these privileges should contact the Benefits Office, 970 East 58th Street, 3rd floor, (773.702-9634) to request a Statement of Domestic Partnership form. Once approved by the Benefits Office, the statement will certify that the student's partnership meets the University's requirements.

If a student wishes to enroll his or her domestic partner and/or partner's child(ren) in the Student Accident and Sickness Insurance plan, the student will need to complete enrollment forms for the dependents and will need to present his or her approved Statement of Domestic Partnership. In order to obtain gym, library, and/or housing privileges, the student will need to present his or her approved Statement of Domestic Partnership at the appropriate office.

Student Accident and Sickness Insurance plan Administration Building
room 231 2, 5801 South Ellis Avenue

Athletic and Recreational Sports Ratner Athletic Center, 5530 South Ellis
Avenue, Front Desk

Library Regenstein Privileges Office, 1100 East 57th Street, 1st floor
(bring partner)

Housing Graduate Students Assignment Office, 5316 South Dorchester
Avenue

UNIVERSITY REPORTS

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

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

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

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

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

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

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

5. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the SSA Dean of Students Office at 969 E. 60th Street, Chicago, IL 60637, (773-702-1135). The information is also available on the internet at: uchicago.edu/financial/index.html.

6. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, 4th Floor, Chicago, IL 60637, or the SSA Dean of Students Office (773-702-1135).

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

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

9. Information on academic programs, faculties, and facilities, can be obtained from the SSA Dean of Students Office, 969 E. 60th Street, Chicago, IL 60637, 773-702-1135.

STUDENT REGULATIONS AND DISCIPLINE

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

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

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FINANCIAL INFORMATION

FEES

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

Tuition. Tuition in the Law School for 2005–2006 is \$35,556 for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

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

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

EXPENSES

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

FINANCIAL AID FOR J.D. CANDIDATES

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

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

SCHOLARSHIPS

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

LOANS

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

LL.M. STUDENTS

Expenses and financial aid—Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$55,000, with concomitant increases to those with dependents. Funds to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments or other outside sources. Because of the University's financial policy, tuition waivers are not permitted.



INFORMATION FOR APPLICANTS

PREPARATION FOR THE STUDY OF LAW

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

APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

Completing the Application. An application can be downloaded from our website (www.law.uchicago.edu). Applicants may submit their applications electronically through the LSDAS Electronic Application, available at www.lzac.org, or through our website at www.law.uchicago.edu. The application fee is \$65 and may be paid by check or money order made payable to the University of Chicago Law School. Completed applications can be submitted starting September 1, 2005.

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

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by **December 1, 2005**, and will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle will be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision must submit their applications by **February 1, 2006**. Applications received for Regular Decision will be considered on a rolling basis once all supporting materials have been received. Any applications received after February 1 will be considered on a space-available basis only. The Admissions Committee will begin making decisions in late January and will continue until all applications have been reviewed.

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

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

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

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

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

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

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

TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School once they have received their first-year grades. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the law school attended. Transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for selection to the Order of the Coif and may graduate with honors based on their two years of work at the Law School. Requests for transfer applications should be directed to the Admissions Office after April 1st.





REVIEW

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David Currie

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Kenneth Dam

"Cordell Hull, the Reciprocal Trade Agreements Act, and the WTO," in *Reforming the World Trading System: Legitimacy, Efficiency, and Democratic Governance*, Ernst-Ulrich Petersmann, ed. (Oxford University Press 2005).

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"Best Efficiency Gains Flow From Hands-Off Approach," *The New Zealand Herald* (March 1, 2005).

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"Contractual Principle versus Legislative Fixes: Coming to Closure on the Unending Travails of Medical Malpractice," 54 *DePaul Law Review* 503 (2005).

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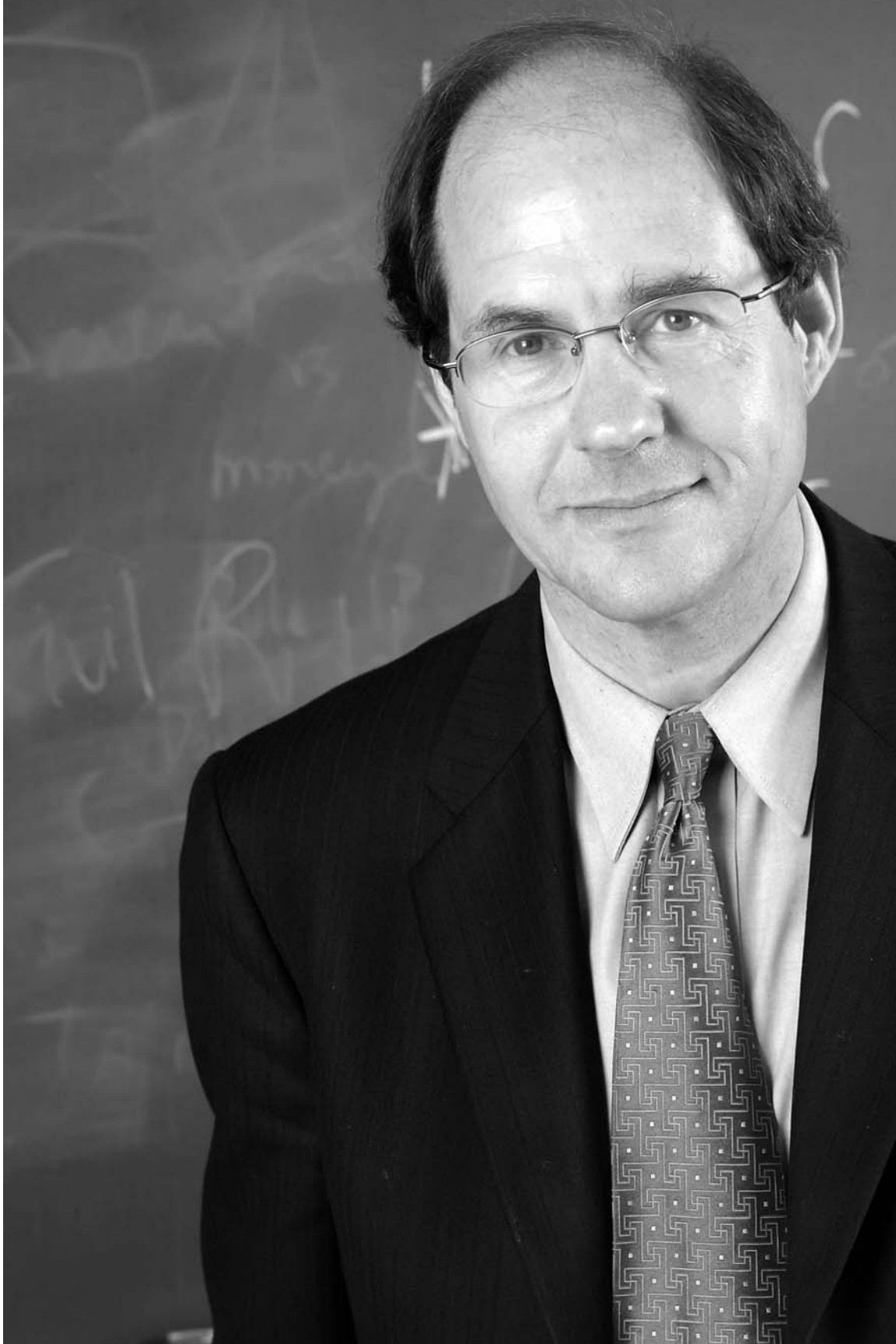
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SIGNIFICANT ACHIEVEMENTS RELATED TO THE CLINICAL PROGRAMS

The **Mental Health Advocacy Project's** legislative advocacy scored a series of important victories in the Illinois legislature during the 2005. The law restricting the ability of health insurance providers to discriminate against persons with mental illnesses was extended indefinitely through the repeal, contained in House Bill 59, of the December 31, 2005 "sunset" provision and strengthened by the addition, contained in House Bill 2190, of post-traumatic stress disorder (PTSD) to the list of nine illnesses covered. The Project also succeeded in obtaining passage of House Bill 1345 which requires that funds saved through the closure or reduction in size of any state mental health facility be retained in the mental health system. Finally, the Project obtained passage of three bills drafted by Project students: (1) House Bill 808 facilitates the provision of services to the more than 6,000 persons with mental illnesses in Illinois prisons by permitting record sharing between the prisons and the state mental health system; (2) House Bill 3812 allows persons facing involuntary inpatient commitment to avoid hospitalization by agreeing to court-ordered outpatient care; and (3) Senate Bill 559 is designed to encourage police officers to take persons to hospitals rather than jails by permitting them to do so based upon the same "probable cause" standards rather than the higher "personal observation" standard which had been imposed upon police officers for transportation to a hospital under existing law.







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The Degree of Doctor of Jurisprudence

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The Degree of Doctor of Law

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Rhett Bradley Larson
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Marissa Soo-Ling Leung
Daniel Barrett Levine
Thomas Malcolm Levinson

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|--------------------------------|----------------------------------|
| Rachel Leiser Levy | * John J. Rodkin |
| Carol E. Lin | +** Brenton Adam Rogers |
| Christy Chieh-Fang Lin | James Paxton Routson |
| William Bryan Lytton Iv | * Brian Douglas Rubens |
| Mehul Niranjana Madia | Johnee Rui |
| Jenny Marie Maldonado | * Troy Arthur Rule |
| Meghashyam Mali | * Angela Rohman Russo |
| Brianne L. Marriott | +* Samuel Reed Rutherford |
| * William Joseph Martin III | * Jennifer Lynn Sallman |
| Gavin Samuel Martinson | +** Dexter David John Samida |
| Elianna Joella Marziani | Naria Kim Santa Lucia |
| Goldburn Patrick Maynard, Jr. | Alicia Margaret Schmitt |
| +** Eric D. McArthur | * Steven Joseph Seem |
| Graham Getty McCahan | Steven Erik Seitz |
| Mary Lauren McKinney | Michael Raymond Sew Hoy |
| Mark L. Merrell | Ahsan Ainuddin Shaikh |
| Eric Jonathan Mersmann | Adam Kenneth Sherman |
| Monica Mercedes Millan | Anand Harshad Sheth |
| Jennifer Marion Frances Miller | * Benjamin Douglas Victor Sirota |
| +** Eric Earl Murphy | Meghan Elizabeth Skirving |
| Jennifer Alayne Myers | Franita Smith |
| David Harvey Neil | * Catherine Joy Spector |
| David John Nowaczewski | Carli Elizabeth Spina |
| Robin Linnett Nunn | * Sarah A. Sulkowski |
| Marisa Lynn Office | Gargi Talukder |
| Sehoon Oh | Wernsern Tan |
| Gregory L.P. Ostrander | * Joel David Thompson |
| +* Gregory Elliot Pessin | Epaminontas Eleftheriou |
| Kathleen Mary Pessolano | Triantafilou |
| Mark Allan Pickering | Tamer Paull Tullgren |
| Emily Linda Popp | Asma Tasnim Uddin |
| Ellen Marie Porter | Joseph Kolbe Urwitz |
| David Jason Potterbaum | * Patrick James Vallyley |
| Lamar Jeffrey Poulton | * Jennifer Margaret Walsh |
| Sarah Fleisig Powers | Tiffany Jaye Walsh |
| Sruti Prakash | Elizabeth Ching-Chia Wang |
| Misho Andrew Protic | Julie Mitchell Weber |
| Deborah Kay Pugh | +* Joel David Whitley |
| Stefan Hisashi Quick | Charlene Montenegro Yaneza |
| Jennifer Lee Raisor | * Victor Weitao Zhao |
| Simon Rasin | Adam Cornelius Zylstra |
| Mashhood Rassam | |
| * Scott Randal Rauscher | *** highest honors |
| Kavitha Reddy | ** high honors |
| Sarah Reynolds | * honors |
| * Jessica Shay Robinson | + Order of the Coif |
| Christine L. Roch | |



SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2004–2005

	<i>No. of Students</i>		<i>No. of Students</i>
Abilene Christian University.....	1	Dordt College.....	1
American University.....	1	Duke University.....	15
Amherst College.....	8	Earlham College.....	1
Arizona State University.....	1	Eberhard-Karls-Universität, Tuebingen, Germany.....	1
Arkansas State University.....	1	Emory University.....	6
Atlantic Union College.....	1	Escuela de Administración de Negocios.....	1
Auburn University.....	1	Florida Agricultural & Mechanical University.....	1
Barnard College, Columbia University.....	2	Franciscan University of Steubenville.....	1
Bates College.....	2	Gallatin School of Individual Study-NYU.....	2
Beijing University.....	3	George Washington University.....	1
Binghamton University.....	3	Georgetown University.....	14
Bob Jones University.....	1	Georgia Institute of Technology.....	3
Boston University.....	1	Grinnell College.....	5
Brandeis University.....	1	Guilford College.....	1
Brigham Young University.....	13	Gustavus Adolphus College.....	1
Brisk Rabbinical College.....	1	Harding University.....	2
Brown University.....	4	Harvard University.....	14
California University of Pennsylvania.....	1	Haverford College.....	2
Carleton College-MN.....	2	Heinrich-Heine-Universität, Düsseldorf, Germany.....	1
Carnegie Mellon.....	1	Helsingin Yliopisto, Finland.....	1
Case Western Reserve.....	2	Hillsdale College.....	1
Catholic University.....	1	Howard University.....	1
Cedarville College.....	1	Humboldt-Universität zu Berlin, Germany.....	2
Christendom College.....	1	Hunter College-CUNY.....	1
Chulalongkorn University, Thailand.....	1	Illinois Wesleyan University.....	1
Claremont McKenna College.....	5	Indiana University-Bloomington.....	4
Clark University.....	1	Institut D'Études Politiques de Paris, France.....	1
Colby College.....	1	Instituto Tecnológico Autónomo de México.....	1
Colgate University.....	1	Interdisciplinary Center, Herzliya, Israel.....	1
College of Europe.....	2	International Christian University.....	1
College of the Holy Cross.....	1	Iowa State University.....	1
College of William and Mary.....	1	James Madison University.....	2
Columbia University.....	8		
Columbia University-School Engineering/Applied Science.....	1		
Connecticut College.....	1		
Cooper Union-NY.....	1		
Cornell University.....	13		
Dartmouth College.....	13		
DePaul University.....	1		

<i>No. of Students</i>	<i>No. of Students</i>
Johns Hopkins University.....4	Southern Illinois University-Carbondale.....1
Kalamazoo College.....1	Southwestern University.....1
Kansas State University.....1	Spelman College.....1
Karl-Franzens-Universität.....1	St. Anne's College, Oxford, UK.....1
Katholieke Universiteit Leuven, Belgium.....3	St. John's College-NM.....1
Knox College.....1	St. Louis University.....2
Kobenhavns Universitet, Denmark.....1	St. Olaf's College.....1
Kyoto University, Japan.....2	Stanford University.....17
Lehigh University.....1	Swarthmore College.....6
London School of Economics and Political Science.....1	Sweet Briar College.....1
Loyola Marymount College.....1	Temple University.....1
Macalester College.....3	Texas A&M University-College Station.....2
Massachusetts Institute of Technology.....9	Thammasat University, Thailand.....1
McGill University.....1	Transylvania University.....1
Miami University Oxford.....2	Trinity College-CT.....1
Middlebury College.....1	Trinity University.....2
Mount Holyoke College.....2	Truman State University.....2
Muhlenberg College.....1	Tufts University.....2
National Taiwan University.....1	Tulane University.....1
New York University.....6	United States Air Force Academy.....1
Northwestern University.....23	United States Military Academy.....1
Notre Dame University.....11	United States Naval Academy.....1
Oakwood College.....1	Universidad Católica Andrés Bello, Venezuela.....1
Ohio State University-Columbus.....4	Universidad de Chile.....1
Para Graduados, Perú.....1	Universidad de Lima, Perú.....1
Pennsylvania State University.....1	Universidad Panamericana, México.....1
Pomona College.....2	Universidad San Pablo CEU, Spain.....2
Pontificia Universidad Católica de Chile.....2	Universidade Católica de Minas Gerais, Brazil.....1
Pontificia Universidad Católica del Perú.....1	Universidade de São Paulo, Brazil.....1
Pontificia Universidade Católica do Rio de Janeiro, Brazil.....1	Universidade Federal de Minas Gerais, Brazil.....2
Princeton University.....17	Universidade Presbiteriana Mackenzie, Brazil.....1
Principia College.....1	Università degli Studi di Milano, Italy.....1
Purdue University.....1	Università degli Studi di Torino, Italy.....1
Reed College.....2	Università di Messina, Italy.....1
Rhodes College.....1	Università di Pisa, Italy.....1
Rice University.....8	Universität St. Gallen.....1
Rose-Hulman Institute of Technology.....1	Universität Trier.....1
Rutgers The State University- Rutgers College.....2	Universität Tuebingen, Germany.....1
Seconda Università degli studi de Napoli, Italy.....1	Universitat de Barcelona, Spain.....1
Seoul National University.....1	Universitat Pompeu Fabra, Spain.....1
Smith College.....2	Université d'Orléans, France.....1

<i>No. of Students</i>		<i>No. of Students</i>	
Université de Nancy II, France.....	1	University of Oklahoma.....	1
Université Libre de Bruxelles, Belgium	1	University of Oregon.....	1
Université Paris I, France (2)	1	University of Pennsylvania	12
Université Paris II, France	1	University of Pittsburgh	1
University College of Dublin, Ireland	1	University of Saskatchewan	1
University of Aarhus.....	1	University of South Florida.....	1
University of Alabama.....	1	University of Southern California.....	4
University of Alaska-Anchorage.....	1	University of Southern Mississippi.....	1
University of California-Berkeley	17	University of Tennessee.....	1
University of California-Los Angeles.....	12	University of Texas-Austin.....	8
University of California-San Diego	2	University of Tokyo, Japan.....	1
University of California-Santa Barbara.....	1	University of Toronto	1
University of California-Santa Cruz.....	1	University of Utah.....	5
University of Central Florida	1	University of Vermont.....	1
University of Chicago.....	23	University of Virginia.....	7
University of Cincinnati.....	1	University of Washington	2
University of Colorado-Boulder.....	2	University of Western Australia.....	1
University of Colorado-Colorado Springs.....	2	University of Wisconsin-Madison	10
University of Dayton	1	Utah State University	1
University of Florida	3	Valparaiso University	1
University of Georgia-Athens.....	11	Vanderbilt University.....	3
University of Iceland.....	1	Vassar College.....	2
University of Illinois-Chicago	2	Virginia Polytechnic Institute & State University.....	1
University of Illinois-Springfield.....	1	Wake Forest University	1
University of Illinois-Urbana- Champaign.....	10	Washington and Lee University	1
University of Iowa.....	2	Washington University.....	5
University of Ljubjana	1	Wellesley College	2
University of Louisville	1	Wesleyan University	2
University of Maryland-College Park.....	1	Wheaton College	1
University of Massachusetts-Amherst.....	1	Wilhelms-Universität zu Münster.....	1
University of Melbourne	1	Williams College	2
University of Miami.....	3	Wittenberg University	1
University of Michigan-Ann Arbor.....	16	Yale University.....	23
University of Minnesota-Minneapolis.....	7	Yeshiva University.....	1
University of Missouri-Columbia	1		
University of North Carolina-Asheville.....	1		
University of North Carolina-Chapel Hill.....	1		
		Total number of schools represented	225
<i>I. Northeast</i>		New Jersey.....	15
Connecticut.....	8	New York	46
District of Columbia	8	Pennsylvania.....	10
Maine.....	2	Rhode Island.....	2
Maryland.....	13	Vermont.....	2
Massachusetts	14	Northeast Total.....	121
New Hampshire.....	1		

	<i>No. of Students</i>		<i>No. of Students</i>
II. Southeast		Hawaii	1
Alabama	5	Idaho	2
Arkansas	2	Montana	1
Florida	26	Nevada	2
Georgia	6	Oregon	3
Kentucky	2	Utah	7
Louisiana	1	Washington	9
Mississippi	1	Far West Total	120
North Carolina	1	VII. Foreign Countries	
South Carolina	1	Australia	1
Tennessee	1	Austria	1
Virginia	13	Belgium	4
West Virginia	1	Brazil	6
Southeast Total	60	Chile	3
III. Middle West		China	1
Illinois	104	Denmark	1
Indiana	9	Finland	1
Michigan	15	France	2
Ohio	20	Germany	8
Wisconsin	11	Greece	1
Middle West Total	159	Iceland	1
IV. Southwest		Ireland	1
Arizona	5	Israel	1
New Mexico	2	Italy	5
Oklahoma	4	Japan	4
Texas	34	Kenya	1
Southwest Total	45	Mexico	3
V. Plains Area		Peru	2
Iowa	7	Slovenia	1
Kansas	3	South Korea	1
Minnesota	13	Spain	3
Missouri	7	Switzerland	2
Nebraska	3	Taiwan	1
North Dakota	1	Thailand	4
Plains Area Total	34	Venezuela	1
VI. Far West		Foreign Countries Total	60
Alaska	2	Total number of students	653
California	87	Number of states represented	48
Colorado	6	Foreign countries represented	26





LAW SCHOOL FUNDS *and* ENDOWMENTS

PROFESSORSHIPS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Bernard D. Meltzer Professorship was established in 2000 honoring the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at Law School. Professor Meltzer has been on the faculty of the Law School for over 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 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 Ruth Wyatt Rosenson Professorship was created in 1984 by Ruth Wyatt Rosenson in memory of her husband, Harry N. Wyatt, a member of the Class of 1921.

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

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

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

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

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

SCHOLARSHIP FUNDS

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

The 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 upperclass students.

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

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

The Richard W. Burke Scholarship Fund was established in 2004 by Richard W. Burke (J.D. 1958) to provide scholarships for students in the Law School and research stipends and support for students interested in pursuing public interest careers.

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

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

The Clinton Family and Douglas G. Baird Fund was established by the Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

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

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

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by bequest under the will of Eleanor C. Collins.

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

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

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

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

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

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

The Nancy Lieberman Ellman Scholarship Fund was established in 2002 by Nancy Lieberman Ellman, Class of 1979, to provide scholarships for students in the Law School.

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

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

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

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

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

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

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

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

The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg, a member of the Class of 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 member of the Class of 1929, in honor of his parents, to provide scholarships in the Law School.

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

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

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

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

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

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

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

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

The Law School Alumni Scholarship Fund provides scholarships to deserving students through funds contributed by alumni.

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

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

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

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

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

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

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

The McDermott Will and Emery Scholarship Fund was established in 2004 to provide support of student scholarships. It is supported by gifts from members of the firm.

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

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

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

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

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

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

The James Nelson Raymond Scholarship Fund was established in 1930 from a fund given 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 as an endowed scholarship by a bequest from Mrs. Rosenson. Selections are made annually based on scholarship, financial need, moral integrity, and indications of a promising future. Recipients are known as Ruth Wyatt Rosenson Scholars.

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

The Malcolm Sharp Scholarship Fund was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Malcolm P. Sharp, professor in the Law School from 1933 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 by William A. Stone to provide scholarship aid to students with financial need who are most likely to make a constructive contribution to society. Harold Solomon was a member of the Class of 1931.

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

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

The Stonewall Scholarship Fund was created in 1989 and is awarded by the dean of students to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

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

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. Unterman (J.D. 1969) and Janet M. Unterman. The fund will provide scholarship support for students in the Law School.

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

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

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

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

PUBLIC SERVICE FUNDS

The Mark A. Aronchick Fellowship Fund was established in 2004 by Mark A. Aronchick, Class of 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 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 James C. Hormel Public Service Fund was created in 1986 by Mr. Hormel, a member of the Class of 1958 and dean of students at the Law School from 1961 to 1967, to support the James C. Hormel Public Service Program at the Law School. This program is designed to encourage participation by students and graduates in public service activities.

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

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

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

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

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

The 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.

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

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

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

or in such programs that, in the opinion of the dean, would best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.

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

FELLOWSHIP FUNDS

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

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

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 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.

RESEARCH AND OTHER FUNDS

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

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

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

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

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

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

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

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

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

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

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

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

The Herbert and Marjorie Fried 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 member of the Class of 1942, and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

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

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

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

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

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

The Daniel and Susan Greenberg Law School Fund was established in 1986 by Daniel (J.D. 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930. 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 Joseph H. Hinshaw Research Fund was created in 1989 by the Trust of Madeline E. Hinshaw in memory of her husband, a past president of the Illinois State Bar Association and a fellow of the American College of Trial Lawyers. The fund is used to support the scholarly activities of the University of Chicago Legal Forum.

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

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

The 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 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 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 Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary his graduation.

The Lillian E. Kraemer Fund was created by Ms. Kraemer, a member of the Class of 1964, in 1993, in anticipation of the 30th anniversary of her graduation. 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 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 Lawver Dean's Discretionary Fund was established by the estate of Aloha Lawver, wife of Jesse Lawver (J.D. 1929), in 1998, to support the Mandel Legal Aid Clinic, the library, and student scholarships.

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

The Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer (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 Mayer, Brown & Platt 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 Margaret & Richard Merrell Fund in Taxation was created in 1990 to support faculty conducting scholarly research and one or more fellowships for students undertaking a special research project in the area of taxation. The fund was established by the Margaret and Richard Merrell Foundation under the aegis of its president, Herbert Portes (A.B. 1934, J.D. 1936).

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

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

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

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

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

The Russell J. Parsons Faculty Research Fund was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after 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 are to be used to support research in the field of private international law.

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

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

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

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

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

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

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

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

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

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

The Arnold and Frieda Shure Research Fund, one of the Law School's first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems, which touch closely the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the fund were expanded to support significant publications, including books and articles, by senior members of the Law School's faculty. Recipients of grants from the fund are given the title "Shure Scholars" and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the fund may be used from time to time to support the acquisition of rare books or rare documents for the D'Angelo Law Library.

The Sonnenschein Fund was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. 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 John N. Stern Fund was created at the Law School to support the recruitment and retention of outstanding faculty members. Mr. Stern is a graduate of the University's Laboratory School, Oberlin College, and Harvard Law School, and a longtime friend and supporter of the Law School and the University.

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

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

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

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

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

CLASS FUNDS

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

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

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

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

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

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

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

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

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

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

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

LIBRARY FUNDS

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

The Morton John Barnard Fund was established in 2005 by Eleanor S. Barnard in memory of her husband, Mr. Bernard, J.D. '27 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 J. F. Bishop Memorial Book Fund was established in 1987 in memory of Julius Franklin Bishop (J.D. 1927) by his friend Abe L. Stein to support additions to the collection of the D'Angelo Law Library.

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

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

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

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

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

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

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

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

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

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

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Mr. and Mrs. Fulton. The fund is used to acquire recreational magazines, which are placed in the Fulton Reading Room. Mr. Fulton is a member of the Class of 1942.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Lawrence E. Lewy Memorial Book Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

The John Clover 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 Leon Morris Liddell Law Library Fund supports for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

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

The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

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

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

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

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

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

The James Nelson Raymond Memorial Fund was established in 1929 by Anna L. Raymond as a memorial to her husband, James Nelson Raymond.

The Max Rheinsein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinsein, 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. and Rose Rosenthal. Mr. Rosenthal was a member of the Class of 1927.

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson's family in his memory in 1998. Mr. Rubinson was a 1934 graduate of the Law School.

The Samuel Schoenberg Memorial Book Fund was established in 1990 by Irene T. Schoenberg in memory of her husband, Samuel Schoenberg (Ph.B. 1933, J.D. 1935). The proceeds of the fund are used for the acquisition of library materials.

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the fund are used for the acquisition of materials for the D'Angelo Law Library.

The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (A.B. 1935, J.D. 1937) by his brothers Richard and Robert, and by his friend Lilian Cohen. The fund is used at the discretion of the dean of the Law School and the law librarian to purchase materials for, and to preserve the collection of, the D'Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan, Class of 1951, by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

The Edward and Gilda Weiss Memorial Law Library Book Fund was established in 1987 by a bequest from the estate of Gilda Weiss.

The Edwin P. Wiley Law Library Fund was established in 1969 by Mr. Wiley, a member of the Class of 1952.

The Frederic Woodward Law Library Fund was established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School, and a Vice-President of the University.

HONORS AND PRIZES

The Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to a third-year student who has made an exceptional contribution to the quality of life at the Law School.

The Joseph Henry Beale Prize, named in honor of the first dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

The Bell, Boyd & Lloyd Best Advocate Awards were established by the law firm in 1999. The awards recognize outstanding performances in the first-year legal research and writing program moot court exercise.

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin, a 1917 alumnus of the University, to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments, at the city, state, or federal level.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the dean of the Law School on the basis of recommendations from the editors of *The Journal of Law and Economics*, *The Journal of Legal Studies*, and *The University of Chicago Law Review*.

The Donald E. Egan Scholar Award, to a student who, like Mr. Egan (J.D. '61), has demonstrated a strong interest in the Law school and has a reputation for integrity.

The Entrepreneur's Advocate Award was established in 1999 for the Institute for Justice Clinic on Entrepreneurship. It is given to the graduating student who has most significantly contributed to the IJ Clinic and exhibited exemplary achievement with inner-city entrepreneurs.

The Hinton Moot Court Competition Awards are made to the winners of the Moot Court Competition.

The Karl Llewellyn Memorial Cup, for excellence in brief writing and oral argument in the Law School.

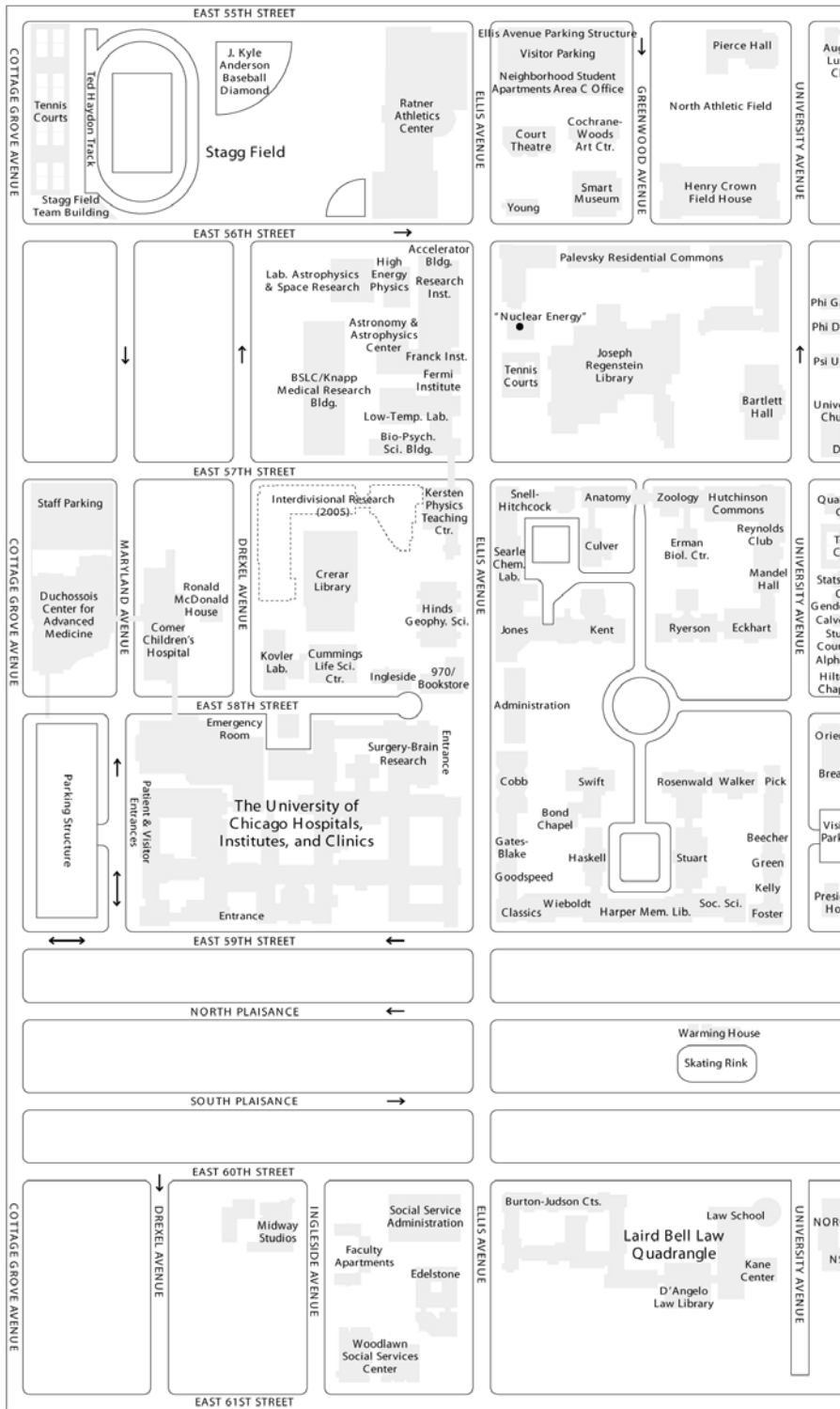
The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

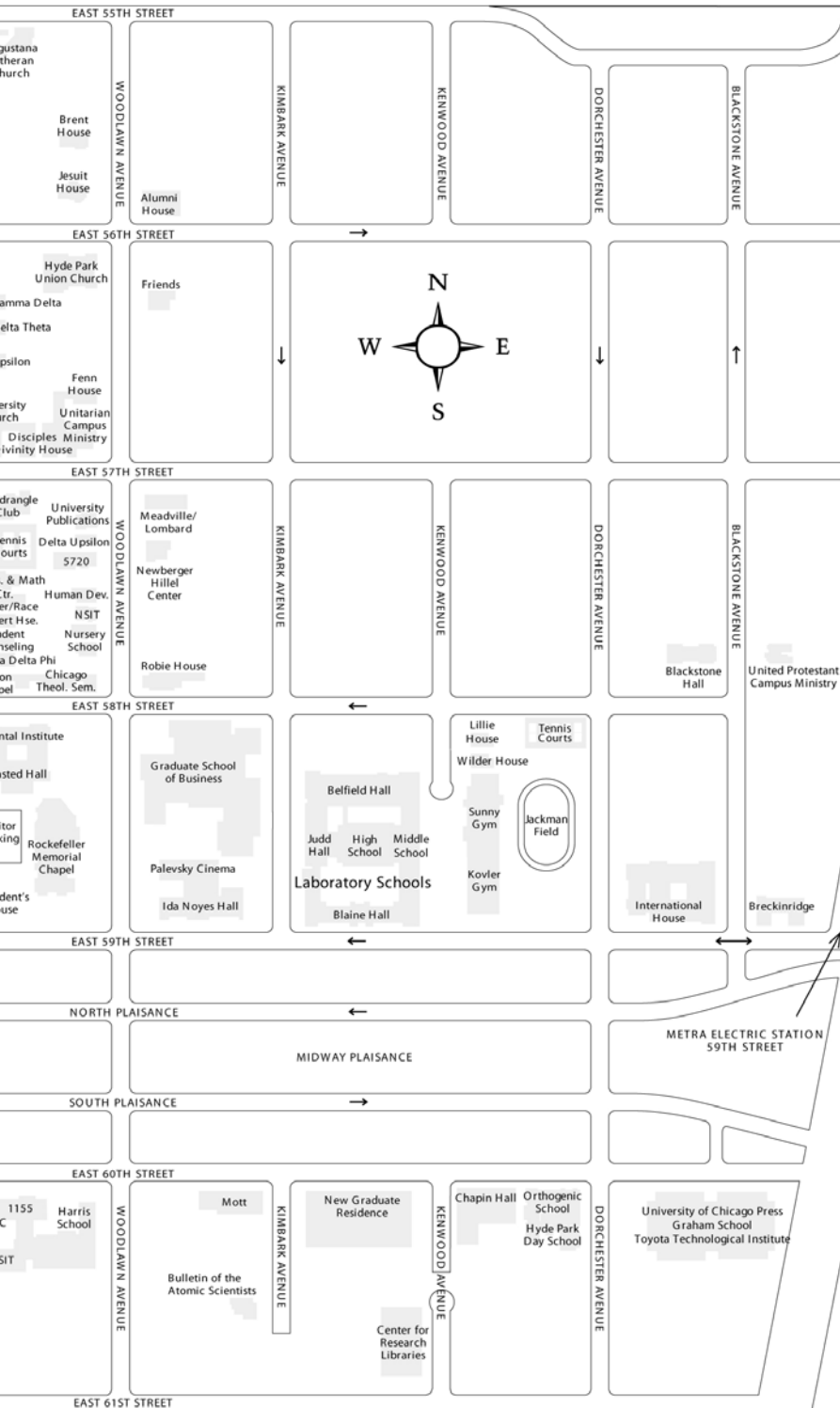
The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School's Moot Court Competition.

The John M. Olin Prize in Law and Economics was established in 1985 through the generosity of the John M. Olin Foundation. This annual award is given to the outstanding graduating law student in Law and Economics in the opinion of the Law and Economics faculty. The recipient will express, through his or her work, a dedication to outstanding scholarship and a broad understanding of the functioning of legal and economic institutions, together with their historic contributions to human liberty and progress.

The Casper Platt Award is awarded each year for the outstanding paper written by a student in the Law School. The award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt (J.D. 1916), who served with distinction for many years as United States District Judge for the Eastern District of Illinois.









LAW SCHOOL CALENDAR 2005-2006

(TENTATIVE)*

AUTUMN QUARTER

September 20-23	Tuesday-Friday	Orientation
September 26	Monday	Classes Begin
October 10-12	Monday-Wednesday	Callback Days
November 24-25	Thursday-Friday	Thanksgiving Break
December 2	Friday	Last day of Classes
December 3-6	Saturday-Tuesday	Reading Period
December 7-12	Wednesday-Tuesday	Exams
December 13-January 1	Tuesday-Monday	Winter Break

WINTER QUARTER

January 2	Monday	Classes Begin
January 16	Monday	MLK Holiday
March 6	Monday	Last Day of Classes
March 7	Tuesday	Reading Day
March 8-13	Wednesday-Monday	Exam Period
March 14-26	Tuesday-Sunday	Spring Break

SPRING QUARTER

March 27	Monday	Classes Begin
April 6-8	Thursday-Saturday	Admitted Students Weekend
May 19	Friday	Last Day of 2L/3L Classes
May 20-21	Saturday-Sunday	Reading Period
May 22-27	Monday-Saturday	Early Exams for 2L/3Ls
May 26	Friday	Last day 1L Classes
May 29-June 1	Sunday-Thursday	Exam Period for 2L/3Ls
June 2, 5, 8	Friday, Monday, Thursday	1L Exams
June 9	Friday	Graduation

* Be sure to check web site for final calendar revisions.

NOTES

