

Fall 2017

## Law School Announcements 2017-2018

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### Recommended Citation

Editors, Law School Announcements, "Law School Announcements 2017-2018" (2017). *University of Chicago Law School Announcements*. 130.  
<http://chicagounbound.uchicago.edu/lawschoolannouncements/130>

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# THE UNIVERSITY OF CHICAGO

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THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2017



Effective Date: September 1, 2017

**This document is published on September 1 and its contents are not updated thereafter. For the most up-to-date information, visit [www.law.uchicago.edu](http://www.law.uchicago.edu).**

# CONTENTS

OFFICERS AND FACULTY.....	4
Officers of Administration and Instruction.....	4
Lecturers in Law.....	8
Fellows.....	9
Clinical Faculty.....	10
Faculty from Other Schools/Divisions.....	10
Law School Council.....	11
THE LAW SCHOOL.....	14
History.....	14
Mission.....	15
Non-Discrimination.....	16
PROGRAMS OF INSTRUCTION.....	18
The Doctor of Law (J.D.) Degree.....	18
Dual Degree Opportunities.....	18
The Graduate Program.....	20
Professional Journals, Special Programs, and Centers.....	22
PROGRAM REQUIREMENTS AND POLICIES.....	26
Curricular and Residency Requirements.....	26
The J.D. Program.....	26
Professional Skills and Experiential Learning Course Requirement.....	34
Clinical Programs.....	34
Course Policies.....	41
Limited Enrollment Classes.....	41
Core Faculty Requirement.....	42
Bidding and Waitlisted/Closed Classes.....	42
Greenberg Seminars.....	43
Auditing Law Classes.....	43
Classes outside the Law School.....	44
Adding/Dropping Courses.....	46

Grading Policies ..... 47

Kirkland & Ellis Scholars ..... 48

COURSES ..... 49

    First Year Courses..... 49

    Second- and Third-Year Offerings..... 54

FACILITIES..... 147

STUDENT SERVICES ..... 148

    Student Life ..... 149

    Career Services..... 153

    Computing Services ..... 155

    Housing and Dining..... 156

    University of Chicago Student Health Care..... 157

    University Policies ..... 158

FINANCIAL INFORMATION ..... 159

    Fees and Expenses ..... 159

    Financial Aid for J.D. Candidates ..... 159

    Scholarships and Loans ..... 160

    LL.M. and J.S.D. Students..... 160

INFORMATION FOR APPLICANTS TO THE JD PROGRAM ..... 161

    Preparation for the Study of Law ..... 161

    Application Procedure and Admissions Policy..... 161

    Transfer Applications..... 163

INFORMATION ABOUT THE STUDENT BODY ..... 164

    Degrees Conferred, 2016-2017..... 164

    Schools, Colleges, and Universities Represented in the Student Body..... 168

    States and Countries Represented in the Student Body ..... 173

FACULTY PUBLICATIONS 2016-2017 ..... 175

SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2016-17 ..... 208

FUNDS AND ENDOWMENTS ..... 224

LAW SCHOOL CALENDAR 2017-18 ..... 261

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Erica Zunkel, B.A., J.D., Assistant Clinical Professor of Law and Associate Director of the Federal Criminal Justice Clinic

## FACULTY FROM OTHER SCHOOLS/DIVISIONS

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# THE LAW SCHOOL

## ANNOUNCEMENTS 2017-18

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

### HISTORY

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

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

This animating philosophy has resulted in the Law School's playing a leading role in legal education since its founding. UChicago Law was pivotal in almost all of the innovations made in legal education during the last century: the recognition of administrative law, legislation, and comparative law as legitimate fields of law study; the introduction of other disciplines into the law school curriculum and the

appointment of faculty outside the law; the extension of the field of legal research from concern with the rules of the law to empirically oriented investigations of the legal system; and the broadening of the curriculum to include clinical as well as academic offerings.

## EDUCATIONAL MISSION

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

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

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

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

UChicago Law remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses. Emphasizing the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and the development of analytic abilities of the highest order, a UChicago legal education prepares students for any professional role they might choose—legal practice or legal education, entrepreneurial ventures, international private or public law practice, corporate practice, government service, alternative dispute resolution including arbitration and mediation, or work with



non-profit organizations. Graduates do many things in their careers, and they all take with them the analytic skills emphasized during their years at the Law School.

## SCHOLARLY AND RESEARCH MISSION

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

## NON-DISCRIMINATION

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see: [harassmentpolicy.uchicago.edu/page/policy](http://harassmentpolicy.uchicago.edu/page/policy).

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing [bcollier@uchicago.edu](mailto:bcollier@uchicago.edu), by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

The content of these Announcements is accurate as of September 1, 2017. It is subject to change.



## PROGRAMS OF INSTRUCTION

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

The regular curriculum in the Law School is a three-year (nine-quarter) program leading to the degree of Doctor of Law (J.D.). The program is open to candidates who have received a bachelor's degree from an approved college before beginning their study in the Law School.

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.

### DUAL DEGREE OPPORTUNITIES

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

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

Although there currently are no formal dual J.D./Ph.D. degree programs with other areas of the University (with the exception of the J.D./Ph.D. in Business), candidates who wish to concurrently pursue the J.D. in the Law School and a Ph.D. in another area of the University have been able to facilitate and expedite a dual course of study.

Students who are enrolled in dual J.D. and Ph.D. programs at the University of Chicago can count up to 25 credits earned outside the Law School towards their J.D. degrees. This credit is only awarded for graduate coursework: (1) undertaken in a Ph.D. program at the University of Chicago; (2) after a student has matriculated at the Law School; and (3) approved by the Deputy Dean in consultation with the Dean of Students. Students permitted to count up to 25 credits toward their J.D. degrees also must pay tuition to the Law School for six quarters and be in residence at the Law School for six quarters. **These benefits are limited to students who complete both degrees. Students who have not earned a Ph.D. by the time they receive their J.D. may apply no more than 12 credits earned outside the Law School towards their J.D. degrees, must pay tuition at the Law School for at least eight quarters, and must be in residence at the Law School for nine quarters.**<sup>1</sup> Students who began their studies in a Ph.D. program at the University of Chicago before matriculating at the Law School are eligible to count up to 25 credits earned outside the Law School, but in another division of the University, toward their J.D. degrees only if they have matriculated at the Law School within three years of beginning their Ph.D. programs.<sup>2</sup>

Students in J.D./Ph.D. programs who began their law studies at the Law School need to complete at least 80 credits of coursework at the Law School to obtain their J.D.s. These 80 credits may be earned during two years of intensive study at the Law School. Of these 80 credits, a minimum of 30 must be designated as meeting the Law School's core credit requirement. All J.D./Ph.D. students who transferred to the Law School from another school must discuss their specific graduation requirements with the Dean of Students and the Deputy Dean upon matriculation.

J.D./Ph.D. students planning to apply for admission to a bar should research the current rules of the state bar to which they are hoping to be admitted to determine whether their jurisdiction has any additional curricular requirements. In addition, any student wishing to pursue a J.D./Ph.D. must keep in mind that American Bar Association rules require all J.D. degrees to be completed within 84 months of a student's matriculation to law school.

The Law School is flexible in giving students leaves of absence so that they may register full-time in other areas of the University, so long as such a leave will not prevent the student from finishing the J.D. within the ABA's 84-month time limit. Some J.D. candidates working concurrently on Ph.D. dissertations with a law-

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

<sup>2</sup> This credit would only be awarded for graduate coursework undertaken *after* a student has matriculated at the Law School.

related component have found that their studies in the Law School may enable them to complete their dissertations in a shorter time than other Ph.D. students.

In addition, the Law School has joined several other professional schools on campus (Booth, SSA, and Public Policy) and offers law students an opportunity to earn a Certificate in Health Administration and Policy (GPHAP) while simultaneously obtaining a J.D.

## THE GRADUATE PROGRAM

The Law School offers five graduate degrees:

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

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

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

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

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

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

classes with students in the J.D. program. The M.Comp.L. degree may be awarded at the student's discretion if the same requirements are fulfilled.

Each year the Law School receives approximately 1000 applications for about 75 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgment by the Graduate Studies Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

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

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

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

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

This one-year degree program is designed for Ph.D. students who wish to improve their knowledge of law without completing a full three-year degree. The goal of the M.L.S. program is to help Ph.D. candidates better understand the legal

issues relevant to their research and to improve their research through interdisciplinary training. Graduates of the program will either become academics in their Ph.D. discipline or in law. Admissions decisions are based in part on the availability of Law School faculty for mentoring admitted students.

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

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

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

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

### PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS

#### PROFESSIONAL JOURNALS

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

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

## SPECIAL PROGRAMS AND CENTERS

The **Coase-Sandor Institute for Law and Economics** promotes one of the many interdisciplinary traditions that have thrived at the Law School, law and economics. Economics provides analytical and econometric tools, as well as theoretical frameworks, for studying how legal rules and institutions affect the way people behave. The application of economics to the analysis of legal problems has become an important part of a lawyer's education in the United States, and the Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. As home to many seminal figures in the field, the Law School has dominated the discipline for over 50 years. Law and economics scholars, including Nobelists Ronald Coase and Gary Becker have taught at the Law School, along with other pioneers of the field including Richard Epstein, William Landes, and Richard Posner, who continue to be active in the program. A new generation of law and economics faculty continues to bring law and economics to the forefront of legal scholarship with cutting edge empirical and theoretical research agendas. Program faculty teach and write in many areas of the law where law and economics has long been influential, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. And, current faculty research has extended the powerful tools of law and economics to diverse areas of the law and public policy including health care reform, bank regulation, taxation, environmental law, international law, housing law, product liability, consumer law, election law, and criminal law. The Institute offers a range of courses and seminars to interested students, including the Law and Economics Workshop which meets throughout the academic year. No other law school provides comparable opportunities for study and research in this field. Under the auspices of the Institute, the Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. The Institute influences research and thinking in the American academy as it oversees the editorial direction of the discipline's two premier peer-reviewed journals, *Journal of Law and Economics*, and *Journal of Legal Studies*. In addition, the Institute sponsors several interdisciplinary conferences annually to enhance collaborations between legal scholars and economists on a variety of topics. Every summer, the Institute offers faculty at non-US law schools the opportunity to study law and economics at Chicago in the Summer Institute in Law and Economics. It also conducts annual international training conferences to broaden the impact of Chicago Law and Economics on legal scholarship and education, and on legal systems worldwide. Professor Omri Ben-Shahar, renowned consumer law scholar, is the faculty director of the Coase-Sandor Institute.

The **Doctoroff Business Leadership Program** is an innovative, certificate-granting program that provides law students with the training they will need to thrive in today's increasingly complex business environment. The Program focuses



on preparing law students to advise, lead, and create business enterprises large and small through rigorous training in entity formation, business combinations, capital structure and finance, business strategy, negotiation, and marketing.

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

Key requirements for the certificate program include:

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

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

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

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

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

The Law School's **Program in Legal History** encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to 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. The Program is directed by Professors R.H. Helmholz, Alison LaCroix, and Laura Weinrib.



# PROGRAM REQUIREMENTS AND POLICIES

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## CURRICULAR AND RESIDENCY REQUIREMENTS

### THE J.D. PROGRAM

Completion of the J.D. degree from the Law School requires all J.D. students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their JD degree) no fewer than nine credit hours per quarter. J.D. students must complete a minimum of 105 credit hours, including a professional responsibility class. J.D. students in the Class of 2018 must complete at least one professional skills course during his or her tenure at the Law School in order to meet requirements set by the Accreditation Committee of the American Bar Association. Beginning with the Class of 2019, all J.D. students must complete eight credits in courses that qualify as experiential learning to meet American Bar Association standards.

Every J.D. student must complete at least two writing projects beyond the work required in the first-year Legal Research and Writing and Lawyering courses. At least one of these writing projects must be a “substantial research paper (SRP).” An SRP is (1) a careful, extensive treatment of a particular topic; (2) certified by a member of the tenured or tenure-track faculty at the Law School, or Visiting Faculty, Emeriti, faculty members holding the title of “Clinical Professor of Law”, Professors from Practice, Senior Lecturers at the Law School, and tenured University of Chicago faculty with permanent offices at the Law School (but excluding Bigelow and other Fellows as well as Lecturers in Law), who are in full-time residence at the Law School and the instructor for the course or independent research for which the paper was written; (3) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; (4) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School; and (5) not written as part of a class that satisfies another ABA requirement (e.g., professional responsibility, experiential learning, etc.). A publishable comment or note written for a student journal will satisfy the SRP requirement if it is (a) nominated for this purpose by the editor-in-chief of the journal; and (b) approved by the Faculty Supervisor prior to the authoring student’s final term of study at the Law School.

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

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

A student's second, or other, writing project (WP) can, but need not, be of the SRP form. It can be (a) a paper, series of papers, brief or other substantial writing prepared as part of a course or a seminar supervised by a faculty member or a Lecturer in Law so long as the instructor's expertise and guidance inform the writing process; or (b) a comment or note prepared for one of the student-edited journals; or (c) an SRP; but (d) a WP cannot be written as part of a class that satisfies another ABA requirement (e.g., professional responsibility, experiential learning, etc.). Again, work submitted in satisfaction of either of the two writing requirements may not largely be derivative of work undertaken in pursuit of another academic degree, as part of a summer job or other environment outside the Law School.

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

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

LL.M. students must complete 27 credit hours at the Law School, with a minimum of nine credit hours in any given quarter. To meet the Law School's residency requirement, LL.M. students must take a minimum of six Law School credits each quarter. Please note, however, that LL.M. students must earn a minimum of 30 credits from the Law School to sit for the New York bar exam. Students who have passed a state bar exam in the United States prior to matriculating in the J.D. program at the Law School may be exempt from certain required classes. Such decisions will be made on a case-by-case basis by the Dean of Students and Deputy Dean depending upon other legal coursework completed at other institutions.

## REGISTRATION

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

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

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

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

## COURSE REGISTRATION RESTRICTIONS

Pursuant to ABA requirements, students may not register for two classes if there is a time conflict with any portion of any of the time slots (including pre-scheduled

make-up time slots) or if travel time between classes would make the student late for the second class.

### *Similar Classes*

Certain courses will cover substantially similar material. Accordingly, students may not receive credit for both classes.<sup>3</sup> Examples of such overlapping classes include the following (this is not meant to be an exhaustive listing of such classes):

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

It is impossible to list all of the potentially similar classes in other divisions or departments of the University. Students who note similarities in the course descriptions should contact the Office of the Registrar to determine whether both classes may be taken. These requests will be reviewed by the Dean of Students. Students ultimately are responsible for avoiding overlapping classes.

### *Petitions*

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

- Audit a Law Class
- Reallocate Journal Credits
- Register for an Independent Research
- Register for a Law School Class as a Non-Law Student
- Reschedule an Exam
- Take a Non-Law School Course for Credit
- Writing Requirement Petition

### *Other Registration Restrictions*

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

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<sup>3</sup> Please note that students are not permitted to take classes at the Law School that substantially overlap in content with courses previously taken at another ABA-accredited law school.

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

## CLASS ATTENDANCE

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

1. Regular class attendance is required as a condition of receiving credit for Law School classes. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular class. It is the obligation of each student to conform to these requirements.
2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that s/he is in violation of the Law School's requirement. If a student's attendance remains unsatisfactory in that class or is at any time thereafter in violation of the general attendance requirement in any other class, the Rules and Petitions Committee may deny the student credit in the classes, add a memo to the student's file, withdraw the student's privilege of membership in the Law School, or take any other appropriate action.
3. No student shall:
  - be employed more than 19.5 hours per week while classes are in session;
  - maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
  - fail to sign a seating chart within one week of enrollment in any class (first week for limited enroll courses).

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

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

Each spring and summer, the Law School makes a tentative determination about which classes<sup>4</sup> will be offered in the following year and who will teach them. Suggestions for new class offerings should be brought to the attention of the Registrar. To facilitate students' ability to plan their classes for the year, the Law School makes every effort to set the course schedule for the entire academic year prior to the beginning of the autumn quarter. Students should take note, however, that the class schedule is subject to change at any point throughout the year, and classes may be added, dropped, or their times adjusted to reflect changes in faculty availability, student enrollment, or other institutional constraints. The Law School will of course try to mitigate these changes as much as possible, while also providing notification of changes as early as is feasible.

Suggestions for new course offerings should be brought to the attention of the Registrar.

## J.D. PROGRAM OVERVIEW

### *The First Year*

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

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<sup>4</sup> Each year, the Law School has a broad array of offerings. For purposes of this Student Handbook, "classes" refers to all of the Law School's offerings with a classroom component and includes courses and seminars. "Courses" refers to Law School's offerings with a classroom component that are not seminars.



Elements of the Law. Elements considers legal issues and their relationships to other fields of thought such as philosophy, economics, and political theory.

All students complete the first year legal research and writing and experiential learning program under the supervision of one of the six Bigelow Teaching Fellows. The Joseph Henry Beale Prize is awarded to a student in each section of the first year legal research and writing and experiential learning program whose work is judged to be most worthy of special recognition. Another prize (its name changes to reflect the name of the law firm sponsoring the award) is awarded to a student in each section whose spring quarter brief is judged to be most outstanding and deserving of recognition.

### *The Second and Third Years*

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

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

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

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

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new course offerings. In addition, courses and seminars available in a given year are determined in part by the composition of the faculty and the availability of visitors and lecturers. As a result, the curriculum may

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

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

## SELECTING CLASSES<sup>5</sup>

### *Selecting Second Year Classes*

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

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

It is important that students strike a sensible balance in structuring their program between traditional courses such as Business Associations/Business Organizations/Corporation Law, Constitutional Law, Evidence and Tax on the one hand, and seminars, workshops, and more specialized courses such as Contract

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<sup>5</sup>In order to ensure compliance with federal regulations as well as avoid issues with financial aid, students are strongly encouraged to take at least one exam class per quarter.

Drafting & Review and Fair Housing, on the other. Students should try to divide their traditional classes between the second and third years to maintain this sense of balance. In addition, students are required to fulfill one of their writing requirements before the end of the second year.

### *Selecting Third Year Classes*

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

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

## PROFESSIONAL SKILLS AND EXPERIENTIAL LEARNING COURSE REQUIREMENT

Before graduation, all J.D. students must successfully complete one or more classes that have been approved by the Law School's Committee on Professional Skills Development as fulfilling the professional skills requirement (Class of 2018) or the experiential learning requirement (Class of 2019 and Class of 2020) set by the Accreditation Committee of the American Bar Association.

For information on classes that will satisfy the professional skills or experiential learning requirement scheduled to be offered during the 2017-18 academic year, students should consult [my.Uchicago.edu](http://my.Uchicago.edu) or the Office of the Registrar. Please note that a course used to satisfy the professional responsibility requirement or either writing requirement cannot also be used to satisfy the skills or experiential learning requirement.

## CLINICAL PROGRAMS

Second- and third-year students obtain practical training through the Law School's clinical and experiential programs, in which students represent clients and engage in other lawyering roles under the supervision of full-time clinical teachers, faculty, and practicing attorneys. The Law School's clinical and experiential programs give students an opportunity to learn litigation, legislative advocacy, and transactional skills. Students learn through classroom instruction, simulation, and representation of clients under the close supervision of the clinical teachers and

attorneys. The program is intended to join the academic study of law with experience in interviewing clients, investigating facts, developing strategies, conducting negotiations, dealing with adverse parties, drafting legislation and lobbying legislators, drafting contracts, and participating in court proceedings.

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

- (1) EDWIN F. MANDEL LEGAL AID CLINIC, which includes the following practice areas:
  - Abrams Environmental Law Clinic
  - Civil Rights Clinic: Police Accountability
  - Criminal and Juvenile Justice Project Clinic
  - Employment Law Clinic
  - Federal Criminal Justice Clinic
  - Housing Initiative Clinic
  - International Human Rights Clinic
  - Mental Health Advocacy Clinic
- (2) INNOVATION CLINIC
- (3) KIRKLAND & ELLIS CORPORATE LAB CLINIC
- (4) JENNER & BLOCK SUPREME COURT & APPELLATE ADVOCACY CLINIC
- (5) INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP
- (6) EXONERATION PROJECT CLINIC
- (7) YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

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

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

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be nine, except for clinics that only run for two quarters, in which students may earn up to seven credits. (Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.) An Independent Research project (499) may not be used to evade applicable maximums or other rules regarding clinic participation. Students may

enroll in no more than 14 total credits with the Director of Corporate Lab Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than 9 credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic count toward this 14 credit limit.

- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter and one four-credit quarter. Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.
- Students are awarded one credit for work averaging four hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in conjunction with the clinic. Within the Edwin F. Mandel Legal Aid Clinic only, students may enroll in two Mandel clinical projects simultaneously with written permission of the relevant clinical supervisors. No other simultaneous enrollments in multiple clinics are permitted. Subject to the rules on simultaneous clinic enrollments, students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.
- The authority to confirm enrollment in a clinic is vested in the respective clinical supervisor(s) who ensure(s) that students have completed all the necessary pre-requisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the program. Expectations regarding the duration of the student's involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.
- Students must bid or register for clinics in which they wish to participate only once (please see the quarterly registration instructions online for details on how to bid or register for specific clinics). The registration system allocates to each enrollment the default minimum credits for the quarter; adjustments based on actual work performed are reported by the clinical supervisors at the conclusion of each quarter to the Office of the Registrar. Students continuing participation in a clinic (as indicated by the clinical supervisor at the conclusion of each quarter participation) are automatically registered for the next quarter by the Office of the Registrar
- With the exception of the Kirkland & Ellis Corporate Lab Clinic, grades for clinical work are posted once, for all quarters of involvement, at the

conclusion of the student's involvement with the clinic, and students receive the same grade for all quarters. For the Kirkland & Ellis Corporate Lab Clinic, grades are posted each quarter, and students may receive different grades for each quarter.

- Each clinic has a seminar component that students may be required to take during their participation in the clinic. Please check the schedule for meeting days/times, as students may not register for other offerings that meet contemporaneously.
- Students who work in a clinic over the summer are treated as returning clinic students in the autumn quarter and may continue with their clinic work during the following academic year. These students are automatically pre-registered by the Office of the Registrar (as indicated by the respective clinical supervisor) and therefore do not need to bid nor register themselves for the same clinic for the following autumn quarter.

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

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

## THE EDWIN F. MANDEL LEGAL AID CLINIC

The mission of the Edwin F. Mandel Legal Aid Clinic is to teach students effective advocacy skills, professional ethics, and the effect of legal institutions on the poor; to examine and apply legal theory while serving as advocates for people typically denied access to justice; and to reform legal education and the legal system to be more responsive to the interests of the poor. The Mandel Clinic renders assistance to indigent clients. Students assume responsibility, under the guidance of the full-time clinical faculty, for all aspects of the work. The program is intended to complement and enrich the theoretical study of law with experience in interviewing clients, investigating facts, dealing with adverse parties, working with government agencies, negotiating on behalf of clients, drafting legislation, drafting contracts, and participating in court and administrative proceedings. In addition,

the Clinic seeks to acquaint students with the problems of professional responsibility and with the special issues of low-income clients and other disadvantaged groups. Students are encouraged to identify legal remedies for recurrent problems through new legislation, improvements in government services and benefits, assisting community-based groups and bar associations in their reform efforts, test cases, and other types of law reform litigation.

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

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

#### INNOVATION CLINIC

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

#### KIRKLAND & ELLIS CORPORATE LAB CLINIC

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

experience and will be expected to manage and meet expectations (e.g., deadlines) while exercising a high level of professionalism. As a result, this class is likely to involve a significant time commitment (with a substantial amount of work to be completed outside of class), and students will get out of the Lab what they put into it. Student grades will be based upon participation in the classroom, appropriate attention to "client" service, collaborative efforts within a team environment, and quality of work product.

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

The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students participate in the researching and drafting of merits briefs, amicus briefs, and cert petitions, conduct research on cases that may be suitable to bring to the Court, and help prepare and participate in moots of oral arguments. The clinic is supervised by clinical faculty, by Professor David Strauss, and by members of the Appellate and Supreme Court Practice group at Jenner & Block. Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases at the United States Court of Appeals for the Seventh Circuit and the Illinois Supreme Court.

#### THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

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

#### THE EXONERATION PROJECT CLINIC

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



### YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

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

### POVERTY AND HOUSING LAW CLINIC

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

relationship, eviction actions, jury trial practice, housing discrimination, foreclosure defense, and the extensive and often misunderstood connection between criminal law and subsidized housing.

## PROSECUTION AND DEFENSE CLINIC

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

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

The goal of the course is to familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around a single federal criminal case), and hands-on experience through a clinical placement. Each student in the clinic is responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Examples include the U.S. Attorney's Office for the Northern District of Illinois, the State's Attorney's Office (in any northern Illinois county), the State's Office of the Attorney General, the Federal Defender Program for the Northern District of Illinois and the Public Defender's office (in any northern Illinois county). Each field placement will be formally supervised by coordinators within each program's office, and the faculty instructors will monitor the student's substantive work and performance in conjunction with the field placements. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

## COURSE POLICIES

### LIMITED ENROLLMENT CLASSES

During the initial bidding and registration period of each quarter, students bid online for "limited enrollment classes." Limited enrollment ("biddable") seminars and courses will be designated by the Office of the Registrar each quarter. Generally, seminars are capped at 20 students. In some seminars, enrollment is limited to a smaller number. All seminars are considered "limited enrollment classes." The deadline to drop limited enrollment classes without a "W" is typically

the Friday of the first week of classes. Please refer to the Academic Calendar for the exact deadlines each quarter.

## CORE FACULTY REQUIREMENT

After completing the first year, all J.D. students must complete 40 credits in non-clinical Law classes or “core” classes.<sup>6</sup> Core classes are designated each quarter in the online course schedule at <http://registrar.uchicago.edu/classes>.<sup>7</sup> Credits earned through participation in journals and the Hinton Moot Court Competition count towards the 40 core credit requirement. Please note, however, that first year elective courses taken during the first year do not count towards the 40 core credit requirement; courses designated as first year electives taken after the first year, however, count towards the 40 core credit requirement.

## BIDDING

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

## WAITLISTED/CLOSED CLASSES

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

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<sup>6</sup> Students who transfer into the J.D. degree program from the Law School’s LL.M. program must complete 20 core credits. Students who earn simultaneous J.D./Ph.D. degrees from the Law School must complete 30 core credits.

<sup>7</sup> Faculty members defined as core for purposes of this requirement are permanent faculty at the University of Chicago Law School, Visiting Faculty, Emeriti, members of the Clinical faculty, Professors from Practice, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Bigelow and other Fellows, as well as Lecturers in Law, are excluded.

first class. **A student who wishes to drop a limited enrollment class (whether a seminar, a simulation class, or a course that was included in the bidding process) must do so by the date and time specified by the Office of the Registrar.** (See Academic Calendar for each quarter's deadline). Please note that many faculty will drop students who do not attend the first class, regardless of whether or not the class has a waitlist.

It is the student's responsibility to make sure classes are dropped by the appropriate deadline. Students should not rely on faculty to drop them from classes, nor should they assume that by not attending the first meeting they have been dropped from a class. Students can view their class schedule at [my.uchicago.edu](http://my.uchicago.edu).

### GREENBERG SEMINARS

Greenberg Seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to twelve students, meet in a faculty member's home five or more times over one or more quarters, and students must write and submit a short paper consistent with the faculty member's requirements. Topics and participating faculty are announced prior to the autumn quarter registration period. Participating students earn one credit, which is by default allocated to the first quarter in which the seminar meets. Students may reallocate the credit to any other quarter in which the specific Greenberg seminar meets. To do so they must contact the Office of the Registrar within the applicable add/drop period. Attendance at all sessions is required to earn the credit. Second-year students may only take one Greenberg Seminar during their second year, and priority is given to third-year students who have not previously participated in a Greenberg Seminar and who are not currently registered in another Greenberg Seminar. Students may bid for more than one Greenberg but will initially only be enrolled in one. Greenberg Seminars are graded Pass/Fail.

### AUDITING LAW CLASSES

Permission to audit a Law class gives an auditor the opportunity to sit through a Law School class, but auditors may not hand in papers or participate in evaluations of the instructor or class. An auditor does not receive Law School or University credit for the class, nor is the class recorded on a transcript. Instructors may deny any request to audit a class.

Students enrolled at the University of Chicago may audit law classes with permission of the instructor. Students are required to obtain the signature of the instructor on the auditing petition available online at: <https://www.law.uchicago.edu/students/academics/petitions>. Students are not permitted to audit more than one Law class per quarter.

Individuals not currently enrolled at the University of Chicago are prohibited from auditing law classes unless they have been invited by the instructor and have submitted a completed auditing petition.

Please note that all petitions to audit Law School classes are subject to review by the Deputy Dean and/or the Dean of Students.

### CLASSES OUTSIDE THE LAW SCHOOL

During their second and third years, J.D. students may take up to four classes (for a total of twelve credits, not more than 6 credits per quarter) outside the Law School for credit toward their J.D. degree and quarterly residency requirement, subject to the following conditions: (1) the courses must bear a relation to their future legal practice or to the study of law in general; (2) the course must be graduate level, although exceptions are occasionally made for undergraduate foreign languages that students have not previously studied or that students test into; (3) students must petition through the Office of the Registrar (see [www.law.uchicago.edu/students/petitions/nonlawcourse](http://www.law.uchicago.edu/students/petitions/nonlawcourse)) and receive permission **before** enrolling in any class outside the Law School; (4) students may take no more than six credits outside the Law School during any given quarter; (5) **students taking classes outside the Law School during their final quarter of study must explain the Law School's grading deadlines to the faculty member and the faculty member must agree, in writing, to provide a final grade or a provisional pass (if taking a class at Booth) by the University deadline for submission of grades for graduating students;** (6) the class may not have substantial overlap with any class taken at the Law School; and (7) classes at other law schools or universities may not be substituted. Satisfaction of these seven conditions is determined by the Dean of Students and the Office of the Registrar.

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

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

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

LL.M. students may take non-Law School classes with an approved petition, but the credits for courses taken outside of the Law School will not count towards the 27 credits required to graduate with the LL.M. degree. LL.M. students must take and pass no fewer than six Law School credit hours per quarter. Please note, however, that LL.M. students applying to the New York bar must complete 30 credits. In addition to the 27 credit hours LL.M. students must earn at the Law School, the New York bar permits LL.M. students to take up to three additional credits in “other courses related to legal training” in another school at the University of Chicago. For further information regarding New York bar requirements for LL.M. students, please consult with the Associate Dean for Graduate Programs.

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

1. Go to my.UChicago and click on the Class Search link.
2. Choose a department from the list, set the course level to “graduate” and click the SEARCH button.
3. Review the list of classes offered by the department and select a graduate level class that you would like to take.
4. Email the instructor of the class in which you seek to enroll. In some cases you will need the professor’s approval to register, and you should establish with the professor whether you will be taking the class Pass/Fail or for a letter grade.
5. Complete the online petition to take a non-Law School class for credit. The petition is available on the Law School website at: [www.law.uchicago.edu/students/petitions/nonlawcourse](http://www.law.uchicago.edu/students/petitions/nonlawcourse).
6. **Petitions may be submitted through the end of the first week of class. Petitions submitted thereafter will not be considered.**
7. After your petition is submitted, you will receive either an approval or denial from the Office of the Registrar via email.
8. If the petition is approved, the Assistant Registrar will enroll you and notify you once that process is complete.

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

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

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

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

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

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

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

## ADDING/DROPPING COURSES

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

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

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

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

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

## GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A

174-179 B

168-173 C

160-167 D

155-159 F

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

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

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



182 and above Highest Honors

180.5 and above High Honors

179 and above Honors

Note: The Law School does not round grade point averages. Thus, a student who graduates with a grade point average of 180.499 will receive Honors, and only students receiving a grade point average of exactly 180.500 or higher will receive High Honors, and so on.

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

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

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

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

#### KIRKLAND & ELLIS SCHOLARS

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



# COURSES

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

## FIRST YEAR COURSES

### **Civil Procedure I**

LAWS 30211 - 01 (3)

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

Autumn - Buss, Emily

### **Civil Procedure I**

LAWS 30211 - 02 (3)

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties. The student's grade is based on an examination given at the end of each quarter. Please note: there will be three make-up classes held on the following days: Tuesday, October 10, October 17, and November 7, from 4:00-5:45pm in room III.

Autumn - Casey, Anthony

### **Civil Procedure II**

LAWS 30221 - 01 (3)

Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular

courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties. The student's grade is based on an examination given at the end of each quarter.

Spring - Casey, Anthony

### **Civil Procedure II**

LAWS 30221 - 02 (3)

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

Spring - Hubbard, William

### **Contracts**

LAWS 30511 - 02 (3)

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

Winter - Ben-Shahar, Omri

### **Contracts**

LAWS 30511 - 01 (3, 3)

This course, offered over two sequential quarters, is an introduction to contract law. The Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached, and the various remedies for breach, including damages, specific performance, and restitution. The student's grade is based on a single final examination.

Winter, Spring - Posner, Eric

**Contracts**

LAWS 30511 - 02 (3)

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

Spring - Baird, Douglas

**Criminal Law**

LAWS 30311 - 01 (3)

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

Autumn - McAdams, Richard

**Criminal Law**

LAWS 30311 - 02 (3)

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

Autumn - Masur, Jonathan

**Criminal Law**

LAWS 30311 - 01 (3)

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

Winter - Lakier, Genevieve

**Criminal Law**

LAWS 30311 - 02 (3)

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

**Elements of the Law**

LAWS 30101 – 02, 03 (3)

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

Autumn - McAdams, Richard; Strahilevitz, Lior

**Elements of the Law**

LAWS 30101 - 01 (3)

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

Autumn - Stone, Geoffrey

**Lawyering: Brief Writing, Oral Advocacy and Transactional Skills**

LAWS 30712 - 01, 02, 03, 04, 05, 06 (2)

This experiential class provides first-year students with a broad range of transactional and litigation-oriented lawyering skills including brief writing; oral advocacy; contract-drafting; and negotiation strategy. In preparation for this class, all first-year students must complete a specially-designed transactional module taught by members of the Law School's clinical faculty and focusing on a range of key competencies, including contract-drafting and negotiation strategy, among other areas. Students then move to developing their research and writing skills by drafting an appellate brief based on a factual scenario that mirrors real life cases encountered in day-to-day legal practice. During the brief-writing process, students will be introduced to the Federal Rules of Appellate Procedure and the

basic rules of professional conduct that govern formal court submissions. After completing the brief, students will focus on developing their presentation skills and attend a lecture on oral advocacy by a federal appellate judge. The class culminates in the formal Bigelow Moot Court, in which students argue before a three-judge panel of law professors and distinguished attorneys who will provide students with (1) an opportunity for self-assessment, and (2) individualized feedback on their oral advocacy. Each of the experiential components of the Lawyering class – brief writing, oral advocacy, and the transactional module – builds upon the competencies that students have developed throughout the first-year legal writing program and provides them with an introduction to basic lawyering skills.

Spring - Feinstein, Brian; Zambrano, Diego; Shapiro, Dorothy; Kaufman, Emma Elizabeth; Padi, Manisha; Hafiz, Hiba

### **Legal Research and Writing**

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

All first-year students participate in the legal research and writing program, which provides an introduction to the key tools and methods of lawyering. Students will develop several skills core to legal practice, including legal research, application of law to facts, and effective communication of legal reasoning and analysis through written work. The course work includes two major writing assignments: a fall “closed” and winter “open” memo. Both memos require students to identify relevant facts, weigh legal arguments available to each side, and assess which side is likely to prevail on each issue. All research required for the closed memo will be provided by the Bigelow Fellows. The open memo assignment requires students to research the relevant cases, statutes, and other sources of law using an electronic legal database. After submitting the final draft of their open memos, students will transition to the transactional module taught by members of the Law School’s clinical faculty.

Autumn, Winter - Feinstein, Brian; Zambrano, Diego; Shapiro, Dorothy; Kaufman, Emma Elizabeth; Padi, Manisha; Hafiz, Hiba

### **Property**

LAWS 30411 - 01 (3, 3)

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

Winter, Spring - Abebe, Daniel; Strahilevitz, Lior

**Property**

LAWS 30411 - 02 (3, 3)

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

Winter, Spring - Fennell, Lee

**Torts**

LAWS 30611 – 01, 02 (3,3)

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

Autumn - Hemel, Daniel; Levmore, Saul

Winter – Chilton, Adam; Levmore, Saul

## SECOND- AND THIRD-YEAR OFFERINGS

**Abrams Environmental Law Clinic**

LAWS 90224 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

Students in the Abrams Environmental Law Clinic work to address climate change, water pollution and legacy contamination and to protect natural resources and human health. Clinic students engage in a wide variety of activities to learn practical legal skills, such as conducting factual investigations, interviewing witnesses and preparing affidavits, reviewing administrative determinations, drafting motions, working with experts, arguing motions and presenting at trial or an administrative hearing, among other activities. The Clinic generally represents regional and national environmental organizations and works with co-counsel, thus exposing students to the staff of these organizations and other experienced environmental lawyers. In addition to litigation, the Clinic may also engage in legislative reform and rule-making efforts; students interested solely in that kind of work should notify the instructor before joining the Clinic, if possible. While it helps for students to have taken or be taking one or more of Environmental Law, Administrative Law, Evidence, or Intensive Trial Practice, these courses are not

pre-requisites or co-requisites. A student should plan to enroll in the Clinic for two credits per quarter, although he or she may enroll for one, two or three credits per quarter after consultation with clinic faculty. Students need to take a substantive environmental law class at some point when they are in the clinic. They are not precluded from taking the class if they have not yet taken Environmental Law when they enroll in the clinic and are not able to do so their first quarter due to when courses are offered. Nonetheless, students do need to take an environmental law class (any of the main stand-up class, climate change, or international environmental law) at some point when they are in the clinic.

Autumn, Winter, Spring - Templeton, Mark; Weinstock, Robert

### **Accounting and Financial Analysis**

LAWS 43248 - 01 (3)

This course is designed to quickly introduce you to (or, preferably, refresh your knowledge of) basic financial accounting [first two weeks of class] and then aims to aggressively increase your ability to be a highly sophisticated user of financial statements. After taking this course, you should improve your ability to determine a firm's accounting policy for a particular type of transaction and to determine how that policy choice affects its primary financial statements. You will also learn how to question whether these effects fairly reflect the underlying economics of the firm's transactions. Asking these questions involves an interplay between accounting, economics, finance, law and business strategy. You should therefore greatly improve your ability to use an accounting report as part of an overall assessment of the firm's strategy and the potential rewards and risks of dealing with the firm. It is REQUIRED that students registering for this course have a thorough exposure to accounting course work, at least at the level provided by the Booth course Financial Accounting (B30000). Fundamentals of Accounting for Attorneys (LAWS 79112 or 53260) does not provide a sufficient foundation for this course. Students who have not taken B30000, but feel they have taken an equivalent level of accounting coursework, must petition for a waiver from Professor Berger at [Philip.berger@chicagobooth.edu](mailto:Philip.berger@chicagobooth.edu).

Spring - Berger, Philip

### **Administrative Law**

LAWS 46101 - 01 (3)

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



include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; public participation in agency rulemaking; and non-traditional approaches to regulation, including negotiation and privatization. A central theme of the course is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance. The student's grade is based on a final examination.  
Autumn - Stephanopoulos, Nicholas

### **Administrative Law**

LAWS 46101 - 01 (3)

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

Spring - Nou, Jennifer

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

LAWS 53349 - 01 (3)

This seminar has two goals. First, it will introduce the concept of big-case Supreme Court strategy, from the perspective of both advocate and client, with the aid of guest appearances by eminent lawyers and business executives. Among those scheduled to appear are Mary Tolan, General Partner, Chicago-Pacific Founders and member, University of Chicago Board of Trustees; C. Boyden Gray, former White House Counsel and Ambassador to the European Union; Justice Judith French, Ohio Supreme Court, W. Thomas Haynes, former General Counsel Coca-Cola North American and Executive Director, Coca-Cola Bottlers' Association, Tracy Genesen, Wine Institute General Counsel, and Jack McMackin, Williams & Jensen, and Ashley C. Parrish, King & Spalding. Second, the seminar will explore from a jurisprudential standpoint today's administrative-law controversies -- above all, the fundamental challenges to traditional non-delegation and Chevron deference doctrines. The unifying theme for these seemingly distinct topics is the

need for lawyers to delve one layer of logic deeper when confronting difficult problems of theory and practice. Grades will be based on three five-page papers. Class readings will be drawn a reading packet consisting of an eclectic mix of traditional and non-traditional legal materials. Administrative Law (whether taken previously or concurrently) is helpful but NOT required.  
Spring - Gasaway, Robert

### **Admiralty Law**

LAWS 43224 - 01 (3)

This course will cover the development and scope of this part of the jurisdiction of the federal courts, the role of the Supreme Court in the common law development of the substantive law of the admiralty, and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability. The student's grade is based on class participation and a final take-home examination.

Autumn - Schmidt, Randall

### **Advanced Civil Procedure**

LAWS 43208 - 01 (3)

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

Autumn - Hubbard, William

### **Advanced Contract Skills**

LAWS 54274 - 01 (3)

This three-credit seminar will include a series of discrete topics to help students who want to become transactional lawyers hone more advanced contract skills (perhaps including pre-contract issue spotting, review of and issue spotting in more complex types of agreements, pros and cons of contract simplification, drafting of transaction-specific provisions raising complex business issues, etc.). Some classes will include guest speakers from practice (both law firm and in-house counsel). Contract Drafting and Review is a prerequisite for this seminar. Grades will be based upon class participation, preparation for guest speakers, and a series of weekly written homework assignments and in-class exercises.

Spring - Neal, Joan

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

LAWS 81006 - 01 (3)

This course is an advanced contracts course that focuses on Article 2 of the Uniform Commercial Code. It presents the material from a hybrid jurisprudential, transactional and litigation perspective in an effort to help students integrate what they have learned about contracts in theory, into the types of tasks that they will face as a transactional lawyer. For (almost) every class students will prepare a written exercise (about 2-4 pages) applying the material in the reading, these range from writing letters to clients, to lecturing the loading dock staff of a company, to researching the content of industry norms, to drafting contract clauses to deal with particular transactional realities. During the quarter students will do a mock appellate argument, a negotiation, and will draft a sales agreement. There is no exam. Written assignments and the final contract will count for 60% of the grade, the other 40% will be based on class preparation and participation.

Spring - Bernstein, Lisa

**Advanced Federal Criminal Justice Practice**

LAWS 53386 - 01 (2)

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

Winter - Doss, Michael

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

LAWS 43203 - 01 (1)

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

Spring - Chandler, William

### **Advanced Legal Research**

LAWS 53264 - 01 (2 TO 3)

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

Autumn - Ito, Todd

**Advanced Legal Research**

LAWS 53264 - 01 (2 TO 3)

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

Winter - Lewis, Sheri

**Advanced Legal Writing**

LAWS 43251 - 01 (2)

This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions, and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients and sharpen their thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers. The course concludes with an eight-hour take-home examination, which determines the student's grade. Students must complete all assignments before the exam. This course satisfies the Writing Project writing requirement. Legal Research and Writing is a pre-requisite.

Spring - Duquette, Elizabeth

**Advanced Topics in Corporate Reorganizations**

LAWS 53118 - 01 (2)

This 2-credit seminar explores emerging issues in corporate reorganization. We are principally interested in the ever-present tension between bankruptcy law and policy and the practical reality of managing a company's business in Chapter 11. The seminar will address such broad topics as restructuring support agreements, asset sales, post-petition financing, structured dismissals, and the role of creditors' committees. Final grade will be based on: a series of short reaction papers, class participation.

Spring - Baird, Douglas; Sontchi, Christopher

**Advanced Topics in Financial Regulation**

LAWS 53329 - 01 (2 TO 3)

This seminar looks at recent topics in financial regulation with special attention to the continuing effects of the financial crisis of 2008. Among other topics, we will examine the LIBOR scandal, the litigation over financial crisis era bailouts, the European debt crisis, and the current push for financial deregulation. While there is no formal prerequisite, students should have some background in the law and some familiarity with financial concepts, or be willing to do some outside reading in order to catch up with the class. Final grade will be based on: a major paper, a series of short research papers.

Winter - Posner, Eric

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

LAWS 53256 - 01 (3)

Anglophone epistemology has recently become interested in the question whether the origin of our beliefs matters to their acceptability or justification. The intuitive thought is simple: If you had been brought up in a different family, or a different culture, or at a different time, your moral, religious, and philosophical beliefs (among any others) would likely have been very different than they are. Shouldn't that make us wonder whether we are really justified in believing what we believe? Should the origin or historical contingency of our beliefs and values make us skeptical about them, or lead us to revise them? Many historical figures have thought so: in different ways, Herder, Marx, and Nietzsche. Many recent Anglophone philosophers think not: they ask what epistemological principle would license a localized skepticism about certain beliefs without having far-reaching implications? When does the etiology of belief matter epistemically and when does it not? We begin by looking at contemporary approaches to this question in the recent Anglophone literature, then turn to the important historical figures concerned with these issues.. Final grade will be based on a major paper.

Winter - Forster, Michael; Leiter, Brian

**American Indian Law**

LAWS 53278 - 01 (3)

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

Autumn - Henderson, M. Todd; Richland, Justin

**American Law and the Rhetoric of Race**

LAWS 49801 - 01 (3)

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

Undergraduate students registering in the LLSO, PLSC, HIST, AMER cross-listed offerings must go through the undergraduate pre-registration process. Law students do NOT need consent.

Spring - Hutchinson, Dennis

**American Legal History: The Twentieth Century**

LAWS 43268 - 01 (3)

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

Spring - Weinrib, Laura

### **Anthropology and Law**

LAWS 53306 - 01 (3)

This seminar for law students and graduate students in the social sciences will provide an introduction to the field of legal anthropology. We will address anthropological theories of the nature of law and disputes, examine related studies of legal structures in non-Western cultures, and consider the uses of anthropology in studying facets of our own legal system. By examining individual legal institutions in the context of their particular cultural settings, we can begin to make cross-cultural comparisons and contrasts. In so doing, we confront the challenge of interpreting and understanding the legal rules and institutions of other cultures while assessing the impact of our own social norms and biases on the analysis. Thus, our analytic and interpretative approach will require us to examine the cultural assumptions that underpin various aspects of our own belief systems and the American legal system. Requirements for this seminar course include preparation of a research paper and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP).

Winter - Fennell, Christopher

### **Antitrust Law**

LAWS 42801 - 01 (3)

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

Winter - Picker, Randal

### **Arbitration in the United States**

LAWS 53332 - 01 (2 TO 3)

This seminar focuses on arbitration as a means of resolving both domestic and international commercial disputes. The seminar will explore the advantages and disadvantages of arbitration as compared to both mediation and litigation in the courts. The seminar will also address (among other topics) the nature and scope of arbitral jurisdiction; the nature of the arbitral process; the scope of discovery in domestic and international arbitrations; techniques of effective advocacy in arbitral hearings; the enforcement of domestic and international arbitral awards; and



judicial review of arbitral proceedings. A major focus of the class will be a series of recent Supreme Court decisions in which the Court has limited the scope of judicial review of arbitral awards and clarified the ways in which arbitral agreements can limit liability (for example, by barring class actions). Finally, the seminar will examine international arbitration in the United States, including the U.S. enforcement of international awards and the conduct in the U.S. of arbitral proceedings involving foreign governments and private parties (“Investor-State” arbitrations). Final grade will be based on: a major paper and class participation  
Winter - Ferguson, James

### **Art Law**

LAWS 53263 - 01 (3)

This seminar examines legal issues in the visual arts including artist's rights and copyright, government regulation of the art market, valuation problems related to authentication and artist estates, disputes over the ownership of art, illicit international trade of art, government funding of museums and artists, and First Amendment issues as they relate to museums and artists. Final grade will be based on: a series of short research papers and class participation  
Autumn - Hirschel, Anthony; Landes, William

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

LAWS 43234 - 01 (3)

This course studies the Federal Bankruptcy Code and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization. There are no prerequisites for this course.  
Autumn - Baird, Douglas

### **Behavioral Law and Economics**

LAWS 51702 - 01 (3)

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

### **Big Problems**

LAWS 53377 - 01 (3)

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

Spring - Weisbach, David; Malani, Anup; Topel, Robert; Murphy, Kevin

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

LAWS 53268 - 01 (3)

This seminar will be devoted to the art of brief-writing and appellate advocacy. Topics will include how to select the best arguments, how to choose a theme and structure the facts and the argument, and how to write the brief in a way that it is clear, concise and persuasive on the first read. Grades will be based on two papers -- an opening brief and a reply.

Winter - Odorizzi, Michele

### **Business Organizations**

LAWS 42301 - 01 (3)

This course examines the law of business organization and of agency. Explores the various forms of business organization, including sole proprietorships, partnerships, corporations, and limited liability companies, with special emphasis on corporations. Underlying themes include the purposes of business organization; formation, maintenance, and dissolution of business entities; the agency problem and fiduciary duties; federalism; the role of law and contract; and business planning.

Autumn - Velasco, Julian

### **Business Organizations**

LAWS 42301 - 01 (3)

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

Winter - Casey, Anthony

### **Business Organizations**

LAWS 42301 - 01 (3)

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

Spring - Fischel, Daniel

### **Business Planning**

LAWS 53194 - 01 (2 TO 3)

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's grade is based on a final examination; students may earn an additional credit by writing a paper on a topic approved by the instructors. The student must have taken (or be taking concurrently) Business Organizations and Corporate Tax I or receive instructor approval.

Winter - Crow, Keith; Sexton, Anthony

### **Business Strategy**

LAWS 43255 - 01 (3)

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

Autumn - Kamenica, Emir

### **Buyouts**

LAWS 53111 - 01 (3)

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

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

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

LAWS 57013 - 01 (3, 2, 2)

This year-long research seminar is the equivalent of a research colloquium in a PhD program. During the Autumn quarter, students will read, discuss, and critique some of the most influential law review articles from the twentieth century, as well as newer papers that extend and apply those canonical ideas to modern legal problems. The readings will consist of a healthy mix of public law and private law, and various scholarly methodologies. During the Autumn quarter, students will have short research and writing assignments on the readings. Students will also work with faculty to identify a topic for a substantial research paper. During the Winter quarter, the seminar will not meet in formal sessions, but each student will work on his or her research paper and will meet individually with the instructors to assess the paper's progress. During the Spring quarter, the seminar will reconvene, and students will workshop their drafts (i.e., each student will circulate his or her draft in advance and answer questions from students and faculty). Students will receive an Autumn quarter grade based on their short writing assignments, discussion facilitation, and class participation. Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation. Every student must enroll for the entire year; students may not drop the class after the Autumn quarter. Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Hubbard and Stephanopoulos a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 31, 2017.

Autumn, Winter, Spring - Hubbard, William; Stephanopoulos, Nicholas

### **Capital Markets Transactions**

LAWS 53350 - 01 (2)

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

debt securities. The seminar will review the key aspects of offering equity and debt securities, including relevant offering documents and contractual agreements (such as prospectuses, underwriting agreements and indentures), applicable SEC and stock exchange regulation and disclosure issues. Topics will also include the issuance of securities in the context of out-of-court restructuring transactions, as well as related disclosure issues, and alternative means of “going public” in the U.S., including spin-offs. This seminar will include analysis of deal-related issues and case studies. Securities Regulation is a prerequisite. Final grade will be based on: substantial out of classroom work, class participation.

Winter - Huff, Carol Anne

### **Child Exploitation, Human Trafficking & the Supply Chain**

LAWS 53132 - 01 (3)

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

Winter - Kendall, Virginia

### **City Policing**

LAWS 53381 - 01 (2 TO 3)

This seminar will focus on policing and police reform in large American cities, especially Chicago. We will examine the history of the Chicago Police Department and other large city police departments; recent crime levels in Chicago and other

cities; municipal practices regarding hiring, training, unionizing, and deployment of police, including community policing; stop and frisk practices; police shootings and other uses of force; citizen complaints and internal discipline; Fourth Amendment doctrine relevant to policing use of force; and institutional mechanisms of accountability. Students will write a series of reaction memos and carry on a discussion regarding the readings and make a brief presentation about a suggestion for reform in one of the last classes. The grade will be based on the memos, the discussion, and the presentation. Students may qualify for an additional credit hour by writing a substantial paper.

Winter - McAdams, Richard

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

LAWS 90913 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Civil Rights and Police Accountability Project (PAP) is one of the nation's leading law civil rights clinics focusing on issues of criminal justice. Through the lens of live-client work, students examine how and where litigation fits into broader efforts to improve police accountability and ultimately the criminal justice system. Students provide legal services to indigent victims of police abuse in federal and state courts. They litigate civil rights cases at each level of the court system from trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters. Students take primary responsibility for all aspects of the litigation, including client counseling, fact investigation, case strategy, witness interviews, legal research, pleadings and legal memoranda, discovery, depositions, motion practice, evidentiary hearings, trials, and appeals. A significant amount of legal writing is expected. Students work in teams on cases or projects, and meet with the instructor on at minimum a weekly basis. Students also take primary responsibility for the Clinic's policy and public education work. PAP teaches students to apply and critically examine legal theory in the context of representation of people in need. It teaches students to analyze how and why individual cases of abuse occur and to connect them to systemic problems, often leading to "public impact" litigation and other strategies for policy reform. Through our immersion in live client work, we engage fundamental issues of race, class, and gender, and their intersection with legal institutions. We instruct students in legal ethics and advocacy skills. And we seek to instill in them a public service ethos, as they begin their legal careers. Students are required to complete, prior to their third year, Evidence, Criminal Procedure I, and the Intensive Trial Practice Workshop. Constitutional Law III is also recommended.

Autumn, Winter, Spring - Futterman, Craig

### **Civil Rights Practicum**

LAWS 53388 - 01 (1, 1, 1)

In this practicum, students will engage in a range of research and analysis under the supervision of Prof. Huq, in relation to a number of active civil rights cases or

other matters. Initial projects will include work on hate-crimes regulation. The aim is to cultivate experience in litigation and advocacy-related tasks in a real world setting, albeit without the structured format of a clinic.

Autumn, Winter, Spring - Huq, Aziz

### **Communications and Advocacy for Lawyers**

LAWS 53398 - 01 (2)

No skill is more important for a lawyer than communication, and this is especially true when lawyers are engaged in public advocacy. Students in this hands-on seminar will develop skills in writing and presentation geared toward advocacy. Students will take on the role of a spokesperson for an organization (non-profit, business, or law firm) and learn to advocate for that organization through writing op-eds, press releases, blog posts, and communications plans; preparing and delivering presentations and slide decks; and engaging through press conferences, media interviews, and crisis communications. Topics covered will include creating and adjusting communications based on audience and medium; writing persuasively, especially for non-legal audiences; communications plan development, media training, and public speaking with and without preparation. Students will be expected to speak regularly before the class and outsiders, write on a weekly basis, and edit each other's work. Students will be graded on quality of work product, participation in class, and improvement over the class time.

Winter - Nagorsky, Marsha

### **Comparative Legal Institutions**

LAWS 43201 - 01 (3)

This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the structure of different legal systems and the consequences of those structural differences for law and society. In particular, we will focus on the economic impact of legal traditions. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. Furthermore, American institutions are explicitly included in the comparison: this is not simply a course in foreign law. Assessment is by a three-hour take-home exam. There is an option to write a research paper sufficient to fulfill the substantial writing requirement; second-year and third-year students can exercise this option freely but only a limited number of first-year students may avail themselves of it.

Spring - Ginsburg, Thomas

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

LAWS 53314 - 01 (3)

This seminar will examine how events during the financial crisis shaped the debate about global systemically important financial institutions and whether they are "too big to fail"; how current and proposed regulations in the US and EU have sought to address these issues; and what the implications are from the current debate over "repeal" of the Dodd-Frank Act. Final grade will be based on: a series of short research papers and class participation.

Spring - Zubrow, Barry

**Compliance and Regulatory Strategy**

LAWS 53317 - 01 (2)

Since the financial crisis of 2008, regulators and prosecutors around the world increasingly expect companies to have state of the art governance, risk and compliance programs as a condition for remaining in business and for avoiding liabilities for regulatory missteps. Increasingly, regulatory rules are becoming more complex and authorities are becoming more unforgiving, with stepped up efforts to secure criminal and civil penalties against companies, their executives, lawyers and auditors. For companies, such liability can at best result in plummeting share prices, and at worst the shutting down of an enterprise. For individuals, they can result in incarceration, fines, penalties and removal from the business. While many of the principles apply to all industries, the seminar will explore the regulatory and legal foundations for these programs primarily through the lens of the financial services sector, which includes banks, brokerage firms, investment companies and investment advisers. We will also explore how the design and execution of these programs can avoid or limit potential liabilities from regulatory and criminal authorities. From the perspective of a corporate executive, board member or counsel, students will develop the ability to understand the fundamentals of regulatory regimes overseeing these businesses, as well as strategies for successfully engaging the regulators. Students will consider the steps a firm should take to mitigate regulatory and reputation risk, including the importance of an effective corporate ethics program, as well as how, in the process, a firm can enhance its brand, meet the expectations of its board of directors and create value for its shareholders. The grade is based on a series of short reaction papers, attendance and class participation. While courses which contain elements of securities or financial services regulation would be helpful, they are not required. However, the course should be limited to students who have completed their first year, whether in the Law School, the Booth School of Business or other graduate level programs at the university.

Spring - Senatore, Charles



**Constitutional Decisionmaking**

LAWS 50202 - 01 (3)

Students enrolled in the seminar will work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, each court will be assigned two hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment. All cases must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the "legislative history" of the Equal Protection Clause (materials on that history will be provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, students must sign up as five-person courts. This seminar will not have regularly-scheduled classes (except for introductory and concluding meetings), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot. To be eligible for participation in the seminar, students should send me an e-mail (gstone@uchicago.edu) by Monday, February 12, including the names and e-mail addresses of all five "Justices." This seminar will not have regularly-scheduled classes (except for an introductory meeting), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot and I will email you by Monday, February 19, to let you know whether your court has been selected.

Spring - Stone, Geoffrey

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

LAWS 70801 - 01 (3)

This course is designed to introduce LL.M. students to U.S. constitutional law. Topics to be covered include the theory, development and practice of judicial review, the power of, and limitations on, judicial power, the allocation of powers among the legislative, executive, and judicial branches, judicial involvement in economic policy, and the role of the Supreme Court in adjudicating disputes between the states and the federal government. In addition, the course will cover key doctrines in the areas of equal protection and substantive due process.

Autumn - Rosenberg, Gerald

**Constitutional Law I: Governmental Structure**

LAWS 40101 - 01 (3)

This course provides an introduction to U. S constitutional law. Topics to be covered include judicial review; the role of the states and the federal government in

the federal system; and the allocation of powers among the legislative, executive, and judicial branches. We will consider questions about the nature of constitutional law and constitutional interpretation throughout.

Winter - Strauss, David

### **Constitutional Law I: Governmental Structure**

LAWS 40101 - 01 (3)

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

Spring - LaCroix, Alison

### **Constitutional Law II: Freedom of Speech**

LAWS 40201 - 01 (3)

This course explores the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, regulation of campaign finance, and selective government subsidies of speech. Students who have completed Constitutional Law IV are ineligible to enroll in this course.

Autumn - Weinrib, Laura

### **Constitutional Law II: Freedom of Speech**

LAWS 40201 - 01 (3)

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

Winter - Strauss, David

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

LAWS 40301 - 01 (3)

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

including the role of courts in a democracy and the question of how the Constitution should be interpreted.

Autumn - Stephanopoulos, Nicholas

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

LAWS 40301 - 01 (3)

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

Spring - Driver, Justin

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

LAWS 40501 - 01 (3)

This course explores religious freedom in America, especially under the first amendment. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a substantial paper, series of short papers, or final examination, with class participation taken into account. Paper writers require permission of the instructor; ADDITIONAL explicit instructor consent required for paper to be considered for SRP certification. Prerequisite: Constitutional Law I  
Spring - Case, Mary Anne

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

LAWS 43279 - 01 (3)

The course explores U.S. constitutional law's position regarding the complex burning dilemmas of the twenty first century. These include the death penalty, hate speech, terrorist kidnapping, immigration, secession and nullification, political boycott, the right to bear arms, torture, targeted killings, election integrity and the rights to vote and be elected, the right to marry, freedom of the press, equal protection and affirmative action, abortion, and religious free exercise (especially as it arises in the context of religious sacraments and religious dress). We will examine these issues theoretically and comparatively using Canada, Germany, India, Israel, South Africa and the United Kingdom as case studies. We will reveal fascinating dialogues within countries and between countries on these issues. Assessment for the course will be based on a combination of class participation (10%) and a take-home final examination (90%).

Autumn - Weill, Rivka

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

LAWS 47101 - 01 (3)

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

Spring - Buss, Emily

### **Contract Drafting and Review**

LAWS 53271 - 01 (3)

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

Autumn, Winter, Spring - Neal, Joan

### **Contract Governance**

LAWS 53373 - 01 (2 TO 3)

This course explores contract governance--that is the wide variety of means, some legal and some extralegal, that transactors use to not only prevent opportunism and shirking, but also to increase the likelihood and quality of contractual performance. While basic contracts focused on formation and breach, this seminar focuses on the phase before formation (namely choosing and qualifying a contracting partner) and, even more importantly, on the performance stage. Students will read a mixture of company information, contracts, and readings drawn from the business strategy literature and the legal literature. Students will regularly engage in interactive exercises during class to develop their skills and deepen their understanding of the readings and themes of the seminar. Short weekly comments and one five page paper drafting and discussing a contract will be required.

Winter - Bernstein, Lisa

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

LAWS 70850 - 01 (3)

This course in contracts is designed for LL.M. students in lieu of attending a regular 1L course. It will cover both common law and statutory law and focus on both case analysis and application to real world problems. Special attention will be paid to negotiation strategies and the application of the law to firms outsourcing decisions and contracts. The class will culminate in the drafting of a commercial agreement.  
Spring - Bernstein, Lisa

**Copyright**

LAWS 45801 - 01 (3)

This course explores the major areas of copyright law, with special emphasis on how law has responded to new technologies and political pressures. 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.

Winter - Levmore, Saul

**Corporate and Entrepreneurial Finance**

LAWS 42603 - 01 (3)

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

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

**COURSE PROCEDURES**

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

Each group will submit a two-page memorandum of analysis and recommendations at the beginning of each case discussion. If you are working in a group, I will accept one memorandum from the group and count it for all students in the group. If you choose to do this, the group can include up to 3 students. Each memorandum should be typed and double-spaced. Write these as if you were

writing a recommendation to the CEO or major decision maker in the case. The two page limit is for text only. You may attach as many numerical calculations as you wish. Memoranda will not be accepted after the class has met. A memorandum will be given credit if it is handed in and no credit if it is not. Initially, therefore, I will not grade them. However, I will use the memoranda to determine final grades for those students who are on the border of two grades.

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

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

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

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

#### GRADING

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

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

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

While there is no formal prerequisite course students should have an understanding of financial statements. I.e., students should be able to read an income statement, cash flow statement and balance sheet.

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

Spring - Kaplan, Steven

**Corporate Criminal Prosecutions and Investigations**

LAWS 53201 - 01 (3)

The criminal investigation and prosecution of large-scale corporate fraud and corruption are among the hottest areas of focus for prosecutors and the criminal defense bar. This seminar is designed for students interested in learning about the various aspects of uncovering, investigating, defending, prosecuting, and resolving corporate criminal matters, including those arising under the Foreign Corrupt Practices Act. The seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel. Among other topics, students will learn about: (i) foundational principles of corporate criminal liability; (ii) the whistleblower frameworks under the Dodd-Frank Act and Sarbanes-Oxley Act; (iii) conducting internal investigations as well as government investigative techniques and tools; (iv) strategic considerations for the prosecutor and defense lawyer in white collar criminal investigations; (v) prosecutorial and SEC charging policies, including creating incentives to encourage voluntary disclosure and cooperation; (vi) pre-trial diversion, including deferred and non-prosecution agreements; (vii) compliance monitors and the monitorship process; (viii) the Foreign Corrupt Practices Act; and (ix) proposals for corporate criminal reform. The seminar will introduce students to this multi-faceted area of the law, and expose students to real-world considerations involved in advising corporate clients and their officers, directors, and employees. This is a three-credit class. The student's grade will be based on a major paper (20-25 pages) and class participation. Papers are eligible to satisfy the writing project %% requirement and will be due four weeks after final exams for the Winter quarter.

Winter - Boutros, Andrew

**Corporate Finance**

LAWS 42501 - 01 (3)

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

Winter - Dharmapala, Dhammika

**Corporate Governance**

LAWS 53237 - 01 (2 TO 3)

Through the production of goods and services, innovation, employment and occasional misbehavior, publicly-held corporations in the U.S. exert an enormous impact on the lives of individuals and the economy in general. How (and how well) corporations are governed greatly influences what that impact will be. Since the early 1990s, there has been a significant increase in the attention given to

corporate governance by investors, lawyers, academicians, politicians and the press. This seminar will provide students with a deep understanding of applicable legal, regulatory and market influences on corporate governance, an appreciation for the historical development of the current system of governance and insights into current "hot" issues and the continuing evolution of governance. We will discuss critical issues such as for whose benefit is a corporation to be governed and what is the proper balance of decision-making authority between owners and managers. There will be a heavy emphasis on the role of counsel to the enterprise as a whole and on the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams. Corporations and securities law courses provide highly desirable background, but are not prerequisites. Grades will be based upon: a final take-home exam (2 credits), or a final take-home exam plus a 10-12 page research paper (3 credits), or a full-length paper (3 credits). In all instances, class participation will also be taken into account. Enrollment will be limited to 25 students; MBA students from Booth will be welcome.

Autumn - Cole, Thomas

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

LAWS 53240 - 01 (3)

This seminar provides an overview of recent developments and scholarship relating to corporate governance, primarily from a "law and finance" perspective. It particularly emphasizes the context of developing and transitional economies and other jurisdictions without a long tradition of strong corporate and securities law and enforcement. Topics to be covered include: 1) The emerging markets context, the distinctive legal and governance issues raised by firms with controlling shareholders, and the legal and institutional preconditions for stock market development; 2) Legal and economic aspects of tunneling and other forms of self-dealing among firms with controlling shareholders; 3) The debate on the impact of historical legal origins on stock market development; 4) The evidence on the impact of corporate and securities law reforms on firm value and stock market development, introduced through country-level studies of major recent reforms in Korea, India and Russia; 5) The distinctive context of corporate governance in China, including issues raised by the role of governmental entities as controlling shareholders; 6) Regulatory dualism, as exemplified by Brazil's Novo Mercado, and the regulation of hostile takeovers in emerging markets; 7) The causes and implications of the phenomenon of international cross-listing; 8) The role of public and private enforcement of securities law in stock market development. While some background in areas such as corporate and securities law would be helpful, there is no formal prerequisite for the seminar. Some readings from the "law and finance" literature will be interdisciplinary in approach, and some undertake statistical analysis. However, no background in finance or statistics will be



assumed. Rather, the emphasis will be on understanding the implications of the readings for law and policy. Final grade will be based on a major paper.

Spring - Dharmapala, Dhammika

### **Corporate Tax I**

LAWS 43242 - 01 (3)

This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax. Prerequisite: Introductory Income Taxation required except with permission of the instructor. The student's grade is based on class participation and a final examination.

Winter - Weisbach, David

### **Corporate Tax II**

LAWS 43243 - 01 (3)

This course surveys the taxation of reorganizations and other adjustments involving continuing businesses: mergers, asset and stock acquisitions and other similar shifts of ownership and control; recapitalizations; and divisions. Points of focus are the recognition of gain and loss and the survival and allocation of tax attributes (basis, earnings, and loss carryovers) in these transactions. Prerequisites: Taxation of Corporations I or Corporate Tax I. Students' grades based on a final proctored examination or a full-length paper.

Spring - Weisbach, David

### **Corporate Theory**

LAWS 53245 - 01 (2)

This course explores why American corporation law has its particular structure. In the course, we will seek to understand how the separation of ownership and control creates agency costs, and the ways in which corporate law attempts to remedy them, including disclosure, fiduciary duties, voting, and hostile takeovers. In addition to exploring the economic theory underpinning corporate law, we will consider the political context in which corporate governance operates. We will read and discuss current debates about the agency cost framework, the proper balance of decision-making authority between shareholders and managers, and the merits of legal rules. Some background in business law will be helpful, but is not a requirement. Students will be evaluated based on class participation and a series of reaction papers (two credits).

Spring - Shapiro, Dorothy

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

LAWS 90217 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Project provides law and social work students the supervised opportunity to represent children and young adults accused of crime in juvenile and criminal

court. Representation includes addressing the social, psychological and educational needs of our clients and their families. In addition to direct representation, students are involved in policy reform and public education including work with coalitions on issues of juvenile life without parole, youth violence, mass incarceration, and the collateral consequences of conviction. Students will participate in case selection and litigation strategies. Students will be expected to do legal research and writing including drafting motions and memoranda on various legal issues, i.e. evidentiary questions, sentencing, etc. and brief writing. Additionally, students will do pre-trial investigation and fact development including interviewing clients and witnesses. 3L students who have taken a trial practice course will have the opportunity to argue motions and second chair hearings and trials. Policy work will include general research on issues, drafting statement and position papers and attendance at meetings. Corequisite: Evidence must be taken at some point that the student is in the clinic.

Autumn, Winter, Spring - Conyers, Herschella; Stone, Randolph

### **Criminal Procedure I: The Investigative Process**

LAWS 47201 - 01 (3)

This course focuses on the law regulating the investigatory process, including searches, seizures, and confessions. The grade is based on a final examination. Winter - Rappaport, John

### **Criminal Procedure I: The Investigative Process**

LAWS 47201 - 01 (3)

The course focuses on the constitutional law regulating searches, seizures, and confessions. It considers both physical searches and seizures and also searches and seizures of electronic data. Grades are based on a final examination and class participation.

Spring - Huq, Aziz

### **Criminal Procedure II: From Bail to Jail**

LAWS 47301 - 01 (3)

Criminal Procedure II surveys the criminal process after a case comes into court, from the formal filing of charges through the pretrial process, the trial, and beyond. Criminal Procedure I is NOT a prerequisite, and no knowledge of Criminal Procedure I is needed for this course. While Criminal Procedure I examines the procedural rules that govern police investigations, this course examines the procedural rules that govern at the next chronological stage, as the case moves from the arrest through the court process. Topics include: pretrial release and detention, the preliminary hearing, the grand jury, the charging instrument, joinder and severance, discovery, selected trial issues (including confrontation rights), plea bargaining and negotiation, and sentencing. We also examine prosecutorial discretion, as well as ethical issues surrounding the representation of criminal

defendants. Various guest speakers typically visit class, including federal district court judges, an Assistant United States Attorney, and a criminal defense lawyer. The final grade is based on an eight-hour take-home examination.

Spring - Siegler, Alison

### **Critical Legal Studies vs. Law and Economics**

LAWS 51704 - 01 (2)

This seminar will explore two kindred (!) schools of legal thought: critical legal studies (including critical race theory and critical legal studies scholarship on gender and status) and law and economics. We will read canonical and representative works from both schools, with special attention to their critiques of each other. We will attempt to identify the ways in which these critiques have influenced, or should influence, current research and teaching in law. Grades will be based on class participation and a series of short papers.

Spring - Hubbard, William

### **Cross-Border Transactions: Securities, M&A, and Joint Ventures**

LAWS 53229 - 01 (1)

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

Autumn - Sultani, Tarek

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

LAWS 53221 - 01 (3)

This seminar covers a series of current issues in criminal and national security law, often comparing and contrasting the two approaches, with a particular focus on challenges arising from acts of terrorism and other national security prosecutions (including a focus on substantive terrorism offenses, espionage offenses as well as the leaking of classified information), a discussion of criminal and intelligence investigative tools (comparing Title III electronic surveillance with Foreign

Intelligence Surveillance Act ), application of constitutional principles to terrorism investigations and prosecutions (particularly the First, Fourth, Fifth and Sixth Amendments and the application of Miranda, Quarles and Corley decisions and certain state bar rules in that context), the President's war powers and congressional oversight (including discussions of drone strikes, law of war detention, and Presidential and Congressional authority to use military force), and in other select areas, including the Classified Information Procedures Act, and economic sanctions, and national security leaks. Each class will focus on a different topic, with advance reading assigned around each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper preferably written in the form of a U.S. Supreme Court opinion (20-25 pages, including a majority and dissent) on a select issue in criminal and national security law. Guest speakers will help facilitate discussion on certain topics. Pre-requisites: Criminal Law Winter - Fitzgerald, Patrick; Scudder, Michael

### **Divorce Practice and Procedure**

LAWS 53397 - 01 (2)

This is a simulation class providing exposure to the dynamic process of representing clients in dissolutions of marriage and issues related to them. The class will make you aware of the complexities arising whenever the ever changing family unit becomes divided. Topics are covered through an evolving case with you as a practicing lawyer. Issues include interstate and international parental kidnapping, determination of jurisdiction, domestic violence, restraining orders and injunctions, temporary and permanent parenting rights and responsibilities (custody and visitation), temporary and permanent maintenance (alimony), child support, the characterization of property and division of assets and liabilities, premarital and postmarital agreements, ethical issues, federal tax law affecting divorce and the effects of bankruptcy. The class will also discuss same-sex marriage, civil unions and issues unique to LGBTQ relationships. Students will have the opportunity to discuss and argue issues not only with instructors, but also with sitting Illinois Domestic Relations Court Judges, who will interact with the class. Readings will be drawn from case law, statutes, and Court approved forms used in contested proceedings. Two-thirds of a student's grade is based on preparation for and class participation, and one-third on an open book final exam comprised of essay questions.

Autumn - Schiller, Donald; Walsh, Erika

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

LAWS 53269 - 01 (2)

This seminar is unique. It is a very interesting, very intellectual, and very practical learning experience. The main features are: 1. Students will learn some extremely useful tools for analyzing and drafting contracts. They will acquire them by an inductive process of reviewing many examples of ambiguity from case law,

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

Winter - Torbert, Preston

### **Election Law**

LAWS 43260 - 01 (3)

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

Spring - Stephanopoulos, Nicholas

### **Elements of Business Law**

LAWS 42300 - 01 (3)

About half of all law students will become transactional lawyers of various kinds, but almost the entire first-year curriculum is focused on litigation. This course seeks to fill the gap by introducing key principles of transactional law and practice. It is a business-law companion to the "Elements of Law" course. The goals are: (1) to introduce certain foundational concepts and tools that will be useful for upper-level business-law courses; (2) to expose students thinking of summer jobs to what it is like to be a transactional lawyer; and (3) to provide an overview of business-law

issues to students who do not plan on a transactional career. We will examine several specific transactions in detail, covering the background law and concepts, the transaction itself, and a discussion about the issues surrounding it. Some of these will be transactions where the lawyer's job is to expand the pie, and others will be where the job is to divide the pie. In all cases, we will discuss the role of the lawyer, tools of analysis (e.g., valuation, accounting, statutory and rule interpretation, etc.), and ethical issues that may arise. No business experience, economics training, or particular interest in business is required. Grades will be based on a mix of reaction papers, journal entries, exercises, and an essay.

Spring - Henderson, M. Todd

### **Emotion, Reason, and Law**

LAWS 43273 - 01 (3)

Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. The first part of this course will study major theories of emotion, asking about the relationship between emotion and cognition, focusing on philosophical accounts, but also learning from anthropology and psychology. We will ask how far emotions embody cognitions, and of what type, and then we will ask whether there is reason to consider some or all emotions "irrational" in a normative sense. We then turn to the criminal law, asking how specific emotions figure in doctrine and theory: anger, fear, compassion, disgust, guilt, and shame. Legal areas considered will include self-defense, reasonable provocation, mercy, victim impact statements, sodomy laws, sexual harassment, shame-based punishments. Next, we turn to the role played by emotions in constitutional law and in thought about just institutions – a topic that seems initially unpromising, but one that will turn out to be full of interest. Other topics will be included as time permits.

Spring - Nussbaum, Martha

### **Employee Benefits Law**

LAWS 55503 - 01 (3)

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

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

Autumn - Wolf, Charles

### **Employment Discrimination Law**

LAWS 43401 - 01 (3)

This course deals with the problem of discrimination in the American workplace and the federal and state statutes that have been enacted to prohibit it. Primary focus will be on the major federal equal employment opportunity statutes (Title VII of the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act), the types of claims that are brought under these laws (disparate treatment, disparate impact, mixed motives, and retaliation claims), and the varying burdens of proof/persuasion, procedural prerequisites, and remedies provided by these statutes, along with current proposals for legislative change. Enrollment will be limited to 20 students. The student's grade will be based on class participation and a final examination.

Autumn - Whitehead, James

### **Employment Law Clinic**

LAWS 90216 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

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

to their third year, either the Intensive Trial Practice Workshop or some other trial practice course. The student's grade is based on class participation. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Evidence is a prerequisite for 3L's in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic.

Autumn, Winter, Spring - Schmidt, Randall

### **Energy Law and Policy**

LAWS 43282 - 01 (3)

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

Spring - Templeton, Mark

### **Entrepreneurship and the Law**

LAWS 53192 - 01 (3)

This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, particularly by micro-enterprises. The seminar explores the position of the entrepreneur in society, in the economy, and in our constitutional framework, in order to analyze the entrepreneur's fundamental legal needs. We survey legal questions particular to start-ups, including strategies for structuring a business organization, financing, and protecting intellectual property. Assignments require students to research issues that apply to hypothetical and real start-ups and practice lawyerly skills like strategic planning, negotiation, drafting, and counseling. This seminar is required for participation in the Institute for Justice Clinic on Entrepreneurship, unless students make other arrangements with the Clinic instructors. Students' grades will be based on active participation and several research and writing assignments.

Autumn - Churi, Salen; Kregor, Elizabeth; Hermalik, Amy

### **Environmental Law**

LAWS 46001 - 01 (3)

This course surveys the legal landscape of environmental protection in the United States. It focuses cases interpreting the major federal environmental statutes,



including the National Environmental Policy Act, Endangered Species Act, Clean Water Act, and Clean Air Act. The course also incorporates economic, scientific, and ethical considerations, with an emphasis on how conflicts are resolved among competing stakeholders within shared policy space.

Autumn - Bradshaw, Karen

### **Ethical Quandaries in Legal Practice**

LAWS 53103 - 01 (3)

With the advent of 24-hour news cycles and the proliferation of social media, the practice of law, like many professions, is under increasingly intense scrutiny from clients, the public, the judiciary, regulators and peers. The attendant risk to the reputations of practicing attorneys remains sky high. This seminar will satisfy the professional responsibility/ethics graduation requirement. Through analysis of ethical issues that lawyers operating in the public and private sectors face on a daily basis, we will study the challenges, consequences and opportunities associated with the ethical practice of law. Pending confirmation, seasoned attorneys with public sector experience, private practitioners, in-house counsel and members of the judiciary will join portions of the seminar to discuss real world scenarios and provide insight into how attorneys can successfully navigate through today's ethical minefields.

Spring - Fairley, Sharon

### **European Legal History**

LAWS 53292 - 01 (2 TO 3)

This seminar aims to give students an appreciation of the basic themes and most important events in European (as opposed to English) legal history. It begins with the Roman law formulated under the Emperor Justinian and moves forward to the 19th century. Among the subjects covered are Germanic law, the rise of legal science beginning in the 12th century, the nature of the *ius commune*, legal humanism, the reception of Roman law, the natural law school, and the movement towards Codification. In addition to the text book, students are expected to read one law review article each week and to share it with the class. They are permitted to write a research paper, but a final examination will also be offered as an option.

Winter - Helmholz, Richard

### **Evidence**

LAWS 41601 - 01 (3)

An examination of the federal rules governing proof at trial. On many points, the rules of most states are the same or similar (New York and California have the most differences, though even they have significant overlap with the Federal Rules). There will be somewhat more lecture than in a typical course, in order to facilitate coverage of material. Even so, certain relatively minor or easy topics will not be covered (Burden of Proof, Presumptions, Judicial Notice), and others will be

covered only briefly (e.g., Privileges, Impeachment of Witnesses). Approximately two-thirds of the term will be devoted to the two central topics in the law of evidence: relevance and hearsay (including the hearsay exceptions).

Winter, Spring - Leiter, Brian

### **Evolution of Legal Doctrines**

LAWS 65302 - 01 (3)

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

Autumn - Easterbrook, Frank

### **Exoneration Project Clinic**

LAWS 90220 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

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

Autumn, Winter, Spring - Thompson, Tara; Owens, David; Tepfer, Joshua; Ainsworth, Russell

**Fair Housing**

LAWS 53334 - 01 (2)

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

**Family Law**

LAWS 45001 - 01 (3)

This course will examine the state's role in recognizing and regulating personal relationships between adults and between adults and children. Throughout the quarter we will explore assumptions about family that underlie existing legal regulation, including assumptions embodied in constitutional law. ADDITIONAL explicit instructor consent required for paper to be considered for SRP certification. Winter - Case, Mary Anne

**Federal Courts**

LAWS 41101 - 01 (3)

This course covers the role of the federal courts in the federal system. Topics will include the jurisdiction of the federal courts, Congress's power over those courts, litigation against federal and state governments and their officials, and the relationships between federal and state courts. There are no prerequisites. The student's grade is based on class participation and a final take-home examination. Autumn - Mortara, Adam

**Federal Courts**

LAWS 41101 - 01 (3)

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

### **Federal Criminal Justice Clinic**

LAWS 90221 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes and gives students a unique opportunity to practice in federal court. The FCJC is the first legal clinic in the country to exclusively represent indigent clients charged with federal felonies. We enter our federal district court cases at the time of arrest, take them to trial or guilty plea and sentencing, and then carry them through appeal and beyond. As part of our broader mission to promote fairness in the criminal justice system, we also take Seventh Circuit appeals and write amicus briefs and petitions for certiorari to the U.S. Supreme Court. FCJC students may have an opportunity to interview clients and witnesses; meet with clients at the jail and out on bond; conduct and participate in bond hearings, preliminary hearings, arraignments, evidentiary hearings, plea hearings, sentencing hearings, and trials; research, write, and argue motions and briefs; negotiate with prosecutors; and participate in case investigations. Students involved in appellate litigation write briefs to the Seventh Circuit and the Supreme Court and may conduct oral argument in the Seventh Circuit. The seminar component includes skills exercises, simulations, lectures, case rounds, and discussions. The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year. It is strongly recommended that students interested in joining the FCJC take Prof. Siegler's Criminal Procedure II course in Spring 2018 and take the Intensive Trial Practice Workshop at the beginning of 3L year (or another trial advocacy course). The FCJC is a year-long clinic and is typically only open to 3Ls. Any slots that remain after bidding closes will be opened to 2Ls. Students who want to learn more about the FCJC may contact Professor Siegler or Professor Zunkel for more information.

Autumn, Winter, Spring - Siegler, Alison; Zunkel, Erica; Miller, Judith

### **Federal Criminal Practice**

LAWS 81005 - 01 (3)

Federal Criminal Practice aims to expand students' knowledge of the scope and application of federal criminal law, and will challenge students to think and act as practicing prosecutors and defense attorneys. The course is taught by a lawyer at Winston & Strawn LLP who focus her practice on criminal law, including representation of individuals and companies in criminal matters and referrals to law enforcement agencies, and a lawyer who works in the Criminal Division of the Department of Justice. Among other things, the course seeks to prepare students to bridge the gap between law school and actual practice of federal criminal law. The course seeks to combine substantive content with practical considerations to help students start to think like a practitioner. The course includes lecture and discussion about significant topics in federal criminal law; guest speakers with prosecutorial, judicial, and private practice experience who will describe the

application and implications of these topics; and practical exercises that will provide students with the opportunity to enhance their advocacy abilities both orally and in writing. The course will review four major areas of federal criminal law: (1) the role and scope of the federal criminal system; (2) federal narcotics prosecutions; (3) federal public corruption prosecutions including use of the mail fraud and honest services statutes; and (4) federal racketeering laws. Students will gain a working knowledge of relevant case law on these topics, and will also review and apply real cases prosecuted in federal courts in the Northern District of Illinois. Students will also hear from guest speakers on topics 2-4, who will also provide information about more general challenges and issues that they have observed or experienced in their own practices and will provide tips regarding the upcoming practical exercises, discussed below. To cover a spectrum of experiences, the speakers will be (1) a federal judge in the Northern District of Illinois who also served as an Assistant United States Attorney for many years; (2) a current Assistant United States Attorney who is early in his prosecutorial career; and (3) a former Assistant United States Attorney who now focuses his practice on criminal defense work at a law firm. This course is unique in that it will incorporate a practical component, namely: writing and arguing a motion to suppress evidence and a sentencing position; conducting an opening statement; and presenting a short closing argument. For all exercises students will be divided evenly between prosecutors and defense attorneys. Students will complete two written and three oral exercises which, together with class participation, will provide the basis for each student's grade. Because of the practical component, the class size will be strictly limited to 12 students.

Spring - Hasten, Jared; Murphy, Shannon

### **Federal Habeas Corpus**

LAWS 43212 - 01 (2 TO 3)

We will cover the history of the Great Writ and the evolution of the scope of federal habeas corpus review and relief; the Suspension Clause; habeas review in capital cases including stays of execution; alternatives to habeas review; state post-conviction proceedings; and jurisdictional issues in both the trial and appellate courts. There will be an emphasis on habeas review under the Antiterrorism and Effective Death Penalty Act, which will be particularly helpful for students taking federal judicial clerkships. Students' grades are based on in-class participation and a paper (if the 3 credit option is chosen).

Spring - Mortara, Adam

### **Feminist Economics and Public Policy**

LAWS 53215 - 01 (2)

This seminar will explore advances in feminist economics and the implications for public policy in local and global communities. Drawing from feminist economics research, the seminar will address the persistence of gender inequality in societies

around the world and proposed policy solutions. Topics will include gender relations and the organization of domestic and market work, violence against women, workplace and pay equality, gendered access to resources, education, and healthcare, and gender and property rights. Some economics background would be helpful. Final grade will be based on: a series of short reaction papers, class participation.

Spring - Strassmann, Diana

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

LAWS 43259 - 01 (3)

This course explores legal and policy issues in the federal regulation of foods, drugs, medical devices, and other products coming within the jurisdiction of the FDA. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, the conflict between state tort law and federal regulation, and a variety of other issues relating to the development and marketing of regulated products. The student's grade is based on class participation and a final examination or major paper.

Spring - Bierig, Jack

### **Foreign Relations Law**

LAWS 43269 - 01 (3)

This course examines the constitutional and statutory doctrines regulating the conduct of American foreign relations. Topics include the allocation of foreign relations powers between the three branches of the federal government, the status of international law in U.S. courts, the scope of the treaty power, the validity of executive agreements and the power to declare and conduct war. The course will also focus on the political question and other doctrines regulating judicial review in foreign relations cases. Where relevant, current events will be explored, such as ongoing controversies regarding individual rights during wartime, the post-September 11 war on terrorism, targeted killings, and drone strikes, among other topics. Grades will be based on a final examination.

Spring - Abebe, Daniel

### **Greenberg Seminars: Artificial Intelligence**

LAWS 92000 - 01 (1, 0 TO 1, 0 TO 1)

This seminar will explore a series of works on the ethical and legal issues posed by the promise of artificial intelligence and autonomous machines. Covered works will include Nick Bostrom's "Superintelligence: Paths, Dangers, Strategies;" Kurt Vonnegut's "The Player Piano;" the films "Ex Machina" and "Blade Runner;" and the television series "West World." We use these works to examine ethical and legal issues such as the consciousness, personhood, and culpability of autonomous

machines as well as questions about how artificial intelligence may disrupt existing institutions in society. The seminar will meet twice each quarter at the professors' home in Naperville on Sunday afternoons.

Autumn, Winter, Spring - Casey, Anthony; Casey, Erin

### **Greenberg Seminars: Black Lives Matter, Why?**

LAWS 92000 - 02 (1, 0 TO 1, 0 TO 1)

#BlackLivesMatter, why? In this class, we will examine Black Lives Matter, its meteoric leap from hashtag to rights movement, and where it goes from here. We will explore the roots of the movement, criticisms and pushback, intersectionality, and the questions it raises for the nation's future. We will read articles and essays, and also draw on a number of podcasts and movies to round out our discussion and come to a clearer understanding of Black Lives Matter. The class will meet twice in the fall, once in the winter, and twice in the spring.

Autumn, Winter, Spring - Conyers, Herschella; Hermalik, Amy; Wu, Jajah

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

LAWS 92000 - 03 (1, 0 TO 1)

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

Autumn, Winter - Siegler, Alison; Siegler, Mark

### **Greenberg Seminars: British Novels of Law and Social Upheaval**

LAWS 92000 - 04 (1, 0 TO 1, 0 TO 1)

The period between 1860 and 1914 saw huge economic and social transformations in British society. Novelists captured this ferment, often reflecting on the role of law. We will think about how economic change, law, and the literary imagination all interact, reading a group of novels that deal with economic and social unrest: Thomas Hardy's *Tess of the d'Urbervilles* (1891) (dealing with class conflict and sexual vulnerability) Thomas Hardy, *Jude the Obscure* (1895) (dealing with class and education) Wilkie Collins's *No Name* (1862) (dealing with illegitimacy and inheritance law) Lewis Carroll's *Alice's Adventures in Wonderland* (1865) (a scathing satire of British politics) Anthony Trollope's *The Way We Live Now* (1875) (a dark study of the rise of new monied interests) and E. M. Forster's *Howards End* (1910)

(dealing with tradition and change, working class aspirations, and changing sexual mores)

Autumn, Winter, Spring - Nussbaum, Martha; Posner, Richard

**Greenberg Seminars: Classics in Law and Development**

LAWS 92000 - 14 (1, 0 TO 1, 0 TO 1)

This Greenberg will focus on some of the early literature on the relationship of law and economic development. Readings will be drawn from early anthropology and social sciences, starting in the 19th and early 20th centuries, to try to answer an enduring question: why are some countries poor and other countries rich?

Autumn, Winter, Spring - Ginsburg, Thomas; Robinson, James

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

LAWS 92000 - 06 (1, 0 TO 1, 0 TO 1)

We will explore a series of works on urban crime, politics, and policing, with an emphasis on the City of Baltimore: David Simon, "Homicide: A Year on the Killing Streets," Sudhir Venkatesh, "Gang Leader for a Day," Jill Loevy, "Ghettoside: A True Story of Murder in America," and all of "The Wire." We will focus particularly on the drug war – the economics and violence of the trade; the culture of the police bureaucracy; alternative law enforcement strategies such as informants and wiretapping; the politics of race, crime rates, and legalization; and the effects of addiction. But these works also examine the effects of declining blue collar jobs and weakening labor unions; the effects of race, incumbency, and corruption on local politics; the challenges and failures of urban education and child welfare agencies; and the role of the city newspaper in self-governance. Preference is given to 3L students. Graded Pass/Fail.

Autumn, Winter, Spring - Masur, Jonathan; Mcadams, Richard

**Greenberg Seminars: Discrimination in American Institutions**

LAWS 92000 - 07 (1, 0 TO 1, 0 TO 1)

Although it has been over fifty years since the passage of the Civil Rights Act, racial discrimination remains a major problem in America's institutions. In this Greenberg seminar, each session we will watch a documentary film that explores racial discrimination in a different institution that is central to life in America. These will include areas like criminal justice, education, housing policy, political participation, and employment. We will specifically explore the de jure and de facto drivers of discrimination, and ways that legal reforms may help to address these problems. We will also discuss the extent to which the films we watch are successful at identifying and accurately characterizing institutional discrimination, and the power of media to drive awareness and change.

Autumn, Winter, Spring - Chilton, Adam; Buss, Emily



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

LAWS 92000 - 08 (1, 0 TO 1, 0 TO 1)

The seminar explores legal problems that lie in the intersection of ethics and psychology. The co-instructor, Boaz Keysar, is a Professor of Cognitive Psychology at the University of Chicago. In preparation to each meeting, students will be asked to watch a movie that raises a set of specific ethical/psychological problems. The movies include *The Stanford Prison Experiment*, *A Few Good Men*, *Inside Job*, and others. Graded Pass/Fail.

Autumn, Winter, Spring - Ben-Shahar, Omri; Keysar, Boaz

**Greenberg Seminars: Sex and Civil Rights**

LAWS 92000 - 09 (1, 0 TO 1, 0 TO 1)

Interracial sex and marriage were regulated in America for more than three hundred years. After emancipation in 1865, state anti-miscegenation laws became the cornerstone for the postwar world of racial segregation. These laws remained on the books until 1967, when the Supreme Court declared them unconstitutional in the case of *Loving v. Virginia*. This seminar puts issues of sex, particularly interracial sex, at the center of the story of the modern civil rights movement by focusing on the white supremacist South's foundational fears of sexual danger and the state anti-miscegenation laws that articulated and legitimated those fears. The seminar examines the centrality of sex to each moment in the creation of black rights as well as to the sustained resistance to those rights, and will also address the issue of gay rights in the modern era.

Autumn, Winter, Spring - Dailey, Jane; Stone, Geoffrey

**Greenberg Seminars: The Complacent Class and Other Tyler Cowen Ideas**

LAWS 92000 - 05 (1, 0 TO 1)

This Greenberg Seminar will read and discuss books by Tyler Cowen, a provocative and wide-ranging economist. Likely books include: *The Complacent Class* (the failure of the American Dream and why our society is static); *Average is Over*, (ideas about income inequality and jobs in the New Economy); *Good and Plenty* (arts funding); *Creative Destruction* (cultural appropriation and globalization); and *What Price Fame* (fame versus merit). [Books will be provided.]

Autumn, Winter - Levmore, Saul; Roin, Julie

**Greenberg Seminars: The Trump Presidency**

LAWS 92000 - 10 (1, 0 TO 1)

Donald Trump is the most divisive president of the modern era. After a tempestuous electoral campaign, he entered office with weak public support, and was immediately embroiled in a series of scandals. Does his presidency change American politics and constitutional understandings, or is he a "normal" president,

appearances to the contrary? We will read recent books on the Trump presidency, focusing on his election, his early tenure, and his legal and political battles.  
Autumn, Winter - Howell, William; Posner, Eric

**Greenberg Seminars: Tribes**

LAWS 92000 - 13 (1, 0 TO 1, 0 TO 1)

We are all members of various tribes, from the human tribe to religious tribes to sports tribes to the digital tribe. Tribes were once a source of biological necessity, while today they are often associated with negative qualities. Tribalism is viewed as against progress, although sometimes this is thought to be a good thing (e.g., preserving the tribalism of Native Americans, the Amish, Orthodox Jews, or the like). In this Greenberg, we will read widely on the subject of tribes and tribalism of various kinds, trying to understand the topology of modern tribes, the reasons for their persistence, whether they represent a good or bad feature of human society, and what the future of tribalism looks like. We will read non-fiction (e.g., "True Believer" by Eric Hoffer) and fiction (e.g., "Hominids" by Robert Sawyer) and watch a film or two (e.g., "Ex Machina").

Autumn, Winter, Spring - Henderson, M. Todd; Churi, Salen

**Greenberg Seminars: Unions in the American Political System**

LAWS 92000 - 11 (1, 0 TO 1, 0 TO 1)

In the United States and throughout much of the rest of the world, unions have historically played a tremendously important role in national, as well as local, politics. Over the past several decades, however, union strength has declined markedly, and the ability of unions to play an important role in national politics is today very much in question. In this seminar, we will explore the past, present, and future role that unions have played in the American political system. We will examine the constitutional questions raised by union political power, the challenges that unions face in the present political environment, and the possible alternatives to unions as mobilizing institutions. We will also examine the significant differences in the nature of union political power in other industrialized countries and ask why, in this context as in others, the United States is so exceptional.

Autumn, Winter, Spring - Stephanopoulos, Nicholas; Lakier, Genevieve

**Greenberg Seminars: What is Racism?**

LAWS 92000 - 12 (1, 0 TO 1, 0 TO 1)

This seminar explores the historical, sociological, and cultural roots of racism and racial ideologies. It examines the relationship of racism and racial ideologies with different forms of political governance, including segregation and apartheid, and explores the legal mechanisms that have both permitted and prohibited racism in various settings. The seminar will mainly focus on the meaning of racism most

prevalent in the United States but will also, where appropriate, consider comparative examples.

Autumn, Winter, Spring - Abebe, Daniel; Huq, Aziz

### **Hate Crime**

LAWS 53704 - 01 (2 TO 3)

This seminar will provide students with an overview of hate crime. The course will explore the emergence of modern hate crime laws in the United States and the legal controversies surrounding them. We will examine the challenges of data collection and the impact of data on policy analysis. Law enforcement and hate crime prosecution will be reviewed. The course will also consider the limits of the legal system to effectively address hate crime through conventional methods and discuss alternative options. Grading will be based on class participation and a final research paper.

Winter - Shawamreh, Cynthia

### **Health Law and Policy**

LAWS 43246 - 01 (3)

This course will offer a survey of principles in health law and policy. It covers three major units: (1) Financing and Delivery of Care in the American Health Care System (including through private insurance, Medicare, and Medicaid), (2) Quality of Care, the Treatment Relationship, and Liability, and (3) Bioethics and Improving Societal Health. Students should be prepared to discuss the impact of proposals to repeal and replace the Affordable Care Act—or the new Act itself if we have one by then. Student grades are based on class participation and a final examination.

Autumn - Epstein, Wendy Netter

### **Henry Sidgwick**

LAWS 53396 - 01 (3)

The most philosophically explicit and rigorous of the British Utilitarians, Henry Sidgwick made important contributions to normative ethics, political philosophy, and metaethics. His work also has important implication for law. His great work *The Methods of Ethics*, which will be the primary focus of this seminar, has been greatly admired even by those who deeply disagree with it – for example John Rawls, for whom Sidgwick was important both as a source and as a foil, and Bernard Williams, who wrote about him with particular hostility. Sidgwick provides the best defense of Utilitarianism we have, allowing us to see what it really looks like as a normative ethical and social theory. Sidgwick was also a practical philosopher and activist, writing on many topics, but especially on women’s higher education, which he did much to pioneer at Cambridge University, founding Newnham College with his wife Eleanor. A rationalist who helped to found the Society for Psychical Research, an ardent feminist who defended the ostracism of the “fallen woman,” a closeted gay man who attempted

to justify the proscriptions of Victorian morality, Sidgwick is a philosopher full of deep tensions and fascinating contradictions, which work their way into his arguments. So we will also read the work in the context of Sidgwick's contorted relationship with his era. Admission by permission of the instructor. Permission must be sought in writing by September 15. This class will meet at the Law School. Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation. This is a 500 level course. Ph.D. students in Philosophy and Political Theory may enroll without permission.

Autumn - Nussbaum, Martha

### **Historic Preservation Law**

LAWS 53185 - 01 (2)

In this seminar on historic preservation law, we will study the rationale for preserving historic resources; the tension between private property rights under the constitution and the public benefit of preserving our historic heritage; the standards for designating landmarks; federal, state and local laws regulating landmarks; tax and other financial incentives to encourage preservation of historic buildings; and governmental regulation of historic churches. The Law School's historic Eero Saarinen building will illustrate the issues arising in using and rehabbing older structures for modern uses. Prior courses in land use or real estate are helpful. Your grade will be based upon four short reaction papers and your participation and attendance.

Spring - Friedman, Richard

### **History of the Common Law**

LAWS 43210 - 01 (3)

A survey of the development of Anglo-American legal institutions. Among the subjects covered will be the origins and growth of the legal profession, the origin and use of royal writs, the growth of the court system and the nature of trials at common law, law reporting, and the development of the common law in the American colonies and the new Republic.

Spring - Helmholz, Richard

### **Hopi Law Practicum**

LAWS 53359 - 01 (1, 1, 1)

The Hopi Clerkship is a year-long opportunity for students to get first-hand experience with the complex challenges and unique opportunities present in the everyday work of contemporary tribal legal systems. Students will support the Hopi tribe in three distinct ways: (1) serving as law clerks to justices of the Hopi Appellate Court, doing legal research, writing bench memoranda, participating in the judges'™ conferences, and drafting opinions on live cases; (2) serving as law clerks to the criminal trial court judge, especially on matters related to the application of federal Fourth Amendment law to tribal police; and (3) serving as

legal advisors to the Office of Cultural Preservation, working to support investigations and prosecution of Hopi cultural claims around the world in an attempt to return tribal patrimony. Students will do all their coursework and assigned casework at the University of Chicago with site visits to the respective Hopi legal institutions to attend oral arguments, present findings to Hopi tribal officials, and participate in judicial deliberations. In so doing, they will be directly involved in testing the socio-legal principles, theories and critiques they explore in class in the crucible of the work they do helping to lay the regulatory and legal foundations for Hopi tribal institutions. In this practicum, almost every project that a student will work on will involve important questions of first impression with respect to a wide variety of pressing, yet enduring sociolegal issues, including issues of constitutionalism (separations of powers, checks and balances, etc.), crime and punishment (criminal law enforcement and defendants' and victims' rights), civil procedure (due process, appellate procedure, motions and orders), private law (property, contract, family), pluralism (the role of Anglo-American vs. Hopi traditional norms, and alternative dispute resolution), among many others. Given the centrality of these issues to the philosophy, social science, and practice of law - whether in the context of indigenous self-governance and settler colonialism, or otherwise -we believe that there are few other opportunities like this one, where students will encounter, explore and work through, the profound governance and legal issues and discussions offered by the Hopi Clerkship. Co-requisite: American Indian Law

Autumn, Winter, Spring - Henderson, M. Todd; Richland, Justin

### **Housing Initiative Clinic**

LAWS 90226 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Housing Initiative is a transactional clinic in which students provide legal representation to community-based housing developers, tenant groups, and other parties involved in affordable housing development. Students serve as deal lawyers, advising clients on structuring issues; negotiating, drafting and reviewing construction loan documents, construction contracts, purchase and sale agreements, partnership agreements, and other contracts; securing zoning and other governmental approvals; assisting clients in resolving compliance issues under the applicable state and federal housing programs; and participating in the preparation of evidentiary and closing documents. Some of our work also involves community organizing and legislative and policy advocacy around affordable housing and public housing issues. In addition to working on specific transactions and projects, students in the Housing Initiative Clinic meet as a group in a weekly two-hour seminar in autumn quarter, and in a weekly one-hour seminar during winter and spring quarters, to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students' work. During the fall quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours. In the

winter and spring quarters, all students should attend all the one-hour seminar sessions. Academic credit for the Housing Initiative Clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.  
Autumn, Winter, Spring - Leslie, Jeffrey

### **Immigration Law**

LAWS 43200 - 01 (3)

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

Spring - Chilton, Adam

### **Innovation Clinic**

LAWS 90222 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Innovation Clinic's students work with start-ups and venture capital funds on a broad range of matters in the technology and innovation sector. These include entity formation, licensing, intellectual property and licensing of intellectual property, terms of use, privacy, financings, employment agreements, stock options and employee equity, taxation, governance and founders agreements, confidentiality and non-disclosure agreements, preparing for future financing and venture capital transactions, human resources, and sales and procurement agreements. Academic credit for the clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Co-Requisite: Entrepreneurship and the Law (unless instructor approval).

Autumn, Winter, Spring - Churi, Salen

### **Innovative Solutions for Business, Law, and Society**

LAWS 53286 - 01 (3)

Many business, legal, and social problems cry out for the kind of imagination typically found in the fields of art, design, and invention, yet very few of us take time to cultivate the analytic and creative skills that give rise to truly innovative solutions. In this seminar, we will apply "design thinking," originally developed by the founders of IDEO (the design firm behind Steve Jobs and Apple), and a variety of related techniques, to important business, legal, and social problems.

Spring - Manning, Tom

**Institute for Justice Clinic on Entrepreneurship**

LAWS 90223 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to low-income entrepreneurs who are pursuing the American Dream in spite of legal obstacles. IJ Clinic students develop practical skills in transactional lawyering while helping creative entrepreneurs earn an honest living, innovate, and build businesses that build neighborhoods. Students advise clients on issues such as business formation, licensing, zoning, strategic relationships, intellectual property protection, and regulatory compliance. Students become trusted advisors for their clients and have the opportunity to consult with clients on business developments; draft and review custom contracts; negotiate deals; research complex regulatory schemes and advise clients on how to comply; and occasionally appear before administrative bodies. Students may also work on policy projects to change laws that restrict low-income entrepreneurs. Policy work may involve legislative drafting, lobbying, and community organizing. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. The seminar Entrepreneurship & The Law is a pre- or co-requisite unless a student has received special permission from the IJ Clinic instructors. A commitment of at least two quarters is required.

Autumn, Winter, Spring - Kregor, Elizabeth; Hermalik, Amy

**Intellectual Property-based Finance and Investment**

LAWS 53320 - 01 (3)

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

Autumn - Friedman, Michael

**Intensive Trial Practice Workshop**

LAWS 81009 - 01 (3)

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

advocacy, and strategy through a variety of teaching techniques, including lectures and demonstrations, but primarily through simulated trial exercises. Topics include opening statements, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with lectures and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting state and federal court judges. Open to J.D. students only. Completion of this class partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois.

Autumn - Conyers, Herschella; Stone, Randolph; Futterman, Craig

### **International Arbitration**

LAWS 53310 - 01 (2 TO 3)

This seminar provides a basic foundation in the law and mechanics of international commercial arbitration and international investment arbitration. It will give students an understanding of the substantive and strategic issues that frequently confront international arbitration practitioners. The Seminar covers, among other things, the crafting of international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-Rules arbitration and institutional arbitration (e.g., ICC, LCIA, CAS, ICSID). The seminar also addresses the rules of procedure that commonly govern international arbitration, including procedural issues that commonly arise in international arbitration, including the availability and extent of discovery, pre-hearing procedure, the presentation of evidence, and the enforcement of international arbitral awards. The Seminar also will cover the fundamentals of international investment arbitration, including the jurisdictional issues that commonly arise in investor-state arbitration and the types of treaty claims that are commonly asserted under international law. While there will be a fair amount of traditional lecture, the format of the Seminar will depend heavily upon active student participation. Students will be graded based upon the quality of their preparation for and participation in the Seminar, as well as the quality of a required paper. This Seminar will satisfy part of the lesser of the school's two writing requirements, if substantial research and written work is completed.

Autumn - Rubinstein, Javier

### **International Human Rights**

LAWS 43262 - 01 (3)

This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. There are no prerequisites. Grading will be on the basis of a take-home exam at the end of the quarter. Students who wish to write, in lieu of



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

Winter - Ginsburg, Thomas

### **International Human Rights Clinic**

LAWS 90225 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

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

Returning students may enroll for one credit each quarter.

Autumn, Winter, Spring - Flores, Claudia

### **International Trade Law**

LAWS 48401 - 01 (3)

This course focuses on the law governing international trade. It will specifically focus on the laws established by the World Trade Organization. This will include an in-depth analysis of the treaties, regulations, and case law that govern international trade. The course will both cover the basic principles governing trade law, as well as the trade laws governing intellectual property, environmental regulation, food safety, trade in services, and technical standards. The course will also examine the implication of the international trading regime for developing countries, and the political economy of trade negotiations.

Spring - Chilton, Adam

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

LAWS 43231 - 01 (3)

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

liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; and the economics of legal procedure. No prior acquaintance with economics or calculus is assumed; the relevant economic concepts are developed through an examination of particular legal applications. The student's grade is based on a final examination.

Autumn - Malani, Anup

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

LAWS 43231 - 01 (3)

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

Winter - Dharmapala, Dhammika

### **Introductory Income Taxation**

LAWS 44121 - 01 (3)

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

Autumn - Roin, Julie

### **Introductory Income Taxation**

LAWS 44121 - 01 (3)

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complex interactions between political and administrative concerns in the tax system.

Winter - Hemel, Daniel

### **Introductory Income Taxation**

LAWS 44121 - 01 (3)

This class provides an introduction to federal income tax law. Topics covered in this course include (but are not limited to) what constitutes income; deductions; the tax treatment of gains and losses; realization and timing; tax shelters. The class uses a combination of lectures, class discussion and problems, focusing on the application of the Internal Revenue Code, Treasury Regulations, cases, and other sources of tax law. Policy issues underlying the tax law will also be analyzed. This class has no prerequisites.

Spring - Dharmapala, Dhammika

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

LAWS 90219 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students work on all aspects of the clinic's cases from formulating case strategy; to researching and writing merits briefs, amicus curiae briefs, and petitions for certiorari; to preparing for oral arguments. Students also conduct research on cases that may be suitable to bring to the U.S. Supreme Court.

Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases in the United States Courts of Appeals and the Illinois Supreme Court. The clinic is supervised by Assistant Clinical Professor Sarah Konsky, Professor David Strauss, and members of the Appellate and Supreme Court Practice group at Jenner & Block. U.S. Supreme Court: Theory and Practice (LAWS 50311) is a required co-requisite for 2L and 3L students participating in the clinic. Students who have successfully completed a course covering content comparable to the U.S. Supreme Court: Theory and Practice seminar may seek consent from Professor Konsky to waive the co-requisite requirement. Academic credit for the clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Autumn, Winter, Spring - Strauss, David; Konsky, Sarah

### **Judicial Federalism**

LAWS 59903 - 01 (2 TO 3)

In this seminar, we will explore the various doctrines that police the line between the role of the U.S. federal courts and the often-parallel role of the state courts (or occasionally tribal courts). Those doctrines include the limits on the subject-matter jurisdiction of the federal courts found in Article III; the Rooker-Feldman doctrine;

constitutional or common-law limitations on federal authority such as those for domestic-relations and probate cases; the various abstention doctrines (Pullman, Burford, Younger, Colorado River); the Anti-Injunction Acts; notions of *lis pendens* that apply in both federal and state courts; "complete" versus defense preemption, and habeas corpus review of state-court criminal judgments in federal courts. We will also compare the U.S. system to that of the European Union. There are no prerequisites. Students will write a paper (which can qualify for the substantial writing requirement) for credit in the seminar.

Winter - Wood, Diane

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

LAWS 52003 - 01 (3)

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

Winter - Posner, Richard; Hochman, Robert

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

LAWS 47411 - 01 (3)

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

presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions. Attendance at the first session is mandatory for those who want to enroll. Take-home essay exam.

Spring - Leiter, Brian

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

LAWS 91562 - 01, 02 (3, 3, 3)

The Kirkland & Ellis Corporate Lab Clinic provides students with a forum for working closely with legal and business teams at top-tier multinational companies, leading nonprofits, and smaller entrepreneurial startups. The primary goal of the Corporate Lab is for students to learn practical legal skills, both substantively, in terms of the corporate "building blocks" necessary to understand complex transactions and agreements, and professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors the real world work experience of both litigators and corporate lawyers: students will receive hands-on substantive and client-development experience and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. As a result, this class is likely to involve a significant commitment (with a substantial amount of work to be completed outside of class). Clients will include the following: Amazon, Baxter Healthcare, Booth School of Business New Venture Challenge (Spring Quarter), Chicago Symphony Orchestra, GE Healthcare, Honeywell, IBM, John Deere, Microsoft, Nike, Northern Trust, Schreiber Foods, and Verizon Communications. Students will be required to sign nondisclosure agreements with participating clients. Corporate Lab students also will have the opportunity to negotiate a simulated transaction across the table from Northwestern Law students as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter). Please note that (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, (iii) LL.M. students may register by instructor permission only, and (iv) this offering will not count toward seminar restrictions. Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. For additional information, see the Corporate Lab website at [www.law.uchicago.edu/corporatelab](http://www.law.uchicago.edu/corporatelab). (Reduced 2-credit load with instructor permission.)

Autumn, Winter, Spring - Zarfes, David; Avratin, Joshua ; Kramer, Sean

### **Labor History and the Law**

LAWS 53293 - 01 (2 TO 3)

This seminar examines the historical relationship between American workers and the law. It focuses on legal contests over workers' rights in the courts, legislatures, and administrative agencies during the late-nineteenth and twentieth centuries. Readings explore the ways in which law has shaped labor solidarity, class formation, and strategies for organization and resistance. They also consider the influence of organized labor and of labor law on mobilization for social change, including the movements for civil liberties and civil rights. The seminar concludes by exploring current trends in American labor relations, including recent efforts to curtail the collective bargaining rights of public employees. Final grade will be based on a major paper and a series of short reaction papers.

Spring - Weinrib, Laura

### **Law and Advances in Medicine**

LAWS 53298 - 01 (2 TO 3)

This seminar will address the intersection of medicine, science, and law, focusing on issues related to human research, informed consent, genetic technologies, and other advances in biotechnology. Enrollment is limited to 10 students. Students will write a significant research paper, submitted in three stages, which can be used to satisfy the Writing Project requirement and which will count for 50 percent of the grade. A Writing Project paper can be submitted on the first day of the following quarter. The other 50 percent of the grade will be based on class participation.

Spring - Palmer, Julie

### **Law and Economic Development**

LAWS 43232 - 01 (3)

The relationship between law and economic development has been one of the central concerns of both modern social theory and of the development profession. This course will explore how, if at all, one might structure the legal system or implement particular policies so as to foster national economic growth. Drawing on literatures from economics, law and other disciplines, our first topic will be a survey of the various theories that seek to explain the process of development. Then we will turn to a discussion of the role that law might have played the role played in the development of Western Europe and that it might play in the development plans of currently developing nations. We shall also include a discussion of the impact that international trade and investment law play in generating wealth, and the relationship between wealth, democracy and distribution. This class is scheduled to have a take-home final exam.

Spring - Ginsburg, Thomas; Malani, Anup

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

LAWS 51302 - 01 (3)

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

Winter - Rosenberg, Gerald

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

LAWS 53283 - 01 (2 TO 3)

This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land use and development. We primarily address (i) the constitutional bases of private rights and public land use planning; (ii) eminent domain, takings and exactions (including impact fees and regulatory takings); (iii) current manifestations of local and regional planning and zoning, including City of Chicago zoning revisions; and (iv) legal procedures and practical strategies for obtaining public financial incentives, land use approvals, and "relief" for real estate development projects, both large and small. Our discussions are based on case law and our real world experience; active class participation by members of the seminar is essential. "Illinois Zoning, Eminent Domain and Land Use Manual" is used to provide practical answers to the issues presented in the seminar; other case materials are provided by the instructors upon registration. Grades are based on class participation and either a paper addressing a substantive topic or a proctored exam.

Autumn - Geselbracht, Thomas; Shadle, Paul; Novak, Theodore

**Law and Society**

LAWS 43219 - 01 (3)

This seminar offers an introduction to the central themes and major debates in the field of Law and Society. The field of sociolegal studies is an interdisciplinary one, and reflecting this, the course will emphasize research in sociology, political science, psychology, anthropology, and legal studies. We will explore classic

readings from the Law and Society canon as well as more contemporary research and theory. We will analyze the readings for both their theoretical and empirical contributions, as well as for the methodologies the authors deploy. The themes we will consider over the course of the quarter include the tension between state or "official" law and nonlegal norms for ordering everyday life; the factors that influence who mobilizes the law (and who doesn't); and what it means to use law in contexts other than courtrooms, such as in families, neighborhoods, workplaces, social movements, and mass media. We will explore the debate about the value of rights and litigation strategies in efforts to produce social change, and we'll examine the ubiquitous role of law in popular culture. The course will conclude with a look forward at future directions in law and society research. Final grade will be based on a major paper.

Autumn - Marshall, Anna-Maria

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

LAWS 53297 - 01 (3)

Market-based mechanisms such as emissions trading are becoming widely accepted as cost-effective methods for addressing environmental concerns, especially as societies move towards a carbon-constrained future. In the last decade, we have witnessed the expansion of environmental finance to new products - carbon dioxide spot and futures contracts, sulfur dioxide futures and over-the-counter water contracts - that are now fully integrated financial instruments for hedging and speculation. These mechanisms also have potential benefits to address issues in other pressing matters such as water quality, fisheries and biodiversity protection. Like their commodity, equity and fixed-income predecessors, environmental markets did not start by spontaneous combustion. Their successful evolution required the development of specific legal and institutional infrastructures. Financial innovation in general, and the development of the first organized greenhouse gas market in particular, should be of interest to economists, lawyers, policy makers and members of the capital markets. The course will look at financial innovation utilizing the Coasean framework. The study of his work indicates that price mechanism use costs (the sum of infrastructure and transaction costs) have three components: (1) property rights and government regulation; (2) institution-building to minimize transaction costs; and, (3) minimization of per unit transactions costs. The course will draw on practical examples from the lecturer's career to explain the origin and evolution of other markets as a guide in the development of new environmental markets. The historical evolution and current developments of market-based mechanisms to address environmental issues will be carefully analyzed. Special attention will be given to the analysis of the cap-and-trade program on sulfur dioxide (SO<sub>2</sub>) established by the Clean Air Act of 1990. A significant part of the course material will be devoted to discussion of the emerging market for greenhouse gas emissions both in the United States and abroad. Other environmental markets (smog,



renewable energy, water, sustainability indices and biodiversity) will also be featured. Non-law students must apply by emailing Curtrice Scott, Esq., Director, Coase-Sandor Institute at [curtrice@uchicago.edu](mailto:curtrice@uchicago.edu). Final grade will be based on a major paper.

Spring - Sandor, Richard

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

LAWS 47001 - 01 (3)

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

Autumn - Heyrman, Mark

### **Legal Elements of Accounting**

LAWS 43247 - 01 (1)

This mini-class 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 seminar will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades will be based on a take-home assignment. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD students, and undergraduate finance or accounting majors) may not take the course for credit.

Winter - Sylla, John

### **Legal Profession**

LAWS 41002 - 01 (3)

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

confidentiality, conflicts of interest, and some fundamental questions about who we are and what we stand for as lawyers. A student's grade is based on a final examination. This class will be capped at 50.

Spring - Alberts, Barry

**Legal Profession: Ethics**

LAWS 53101 - 01 (2 TO 3)

This seminar addresses ethical considerations and issues encountered during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar. Using materials from casebooks, the rules of professional conduct, cases or articles of particular interest and videos, we will discuss within the context of the Model Rules the ethical situations that lawyers face. There will be a particular focus on the ambiguities of how to handle particularly difficult issues encountered in the practice of law and the rules and framework to which attorneys can turn in determining how to handle those situations. Throughout the seminar, we will consider certain overarching questions, including: a) are lawyers authorized by their duties to clients to lie, b) is civility consistent with the duty of vigorous representation, c) is social media beyond the rules, and d) can there be a conflict without direct adversity. This seminar will be taught as a participatory class and will use structured hypotheticals. Students will be evaluated both on the quality and extent of their participation and on the basis of a paper of 20 pages in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Short presentations of the paper will be incorporated into the class. Attendance is mandatory.

Winter - Morris, Hal

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

LAWS 53104 - 01 (3)

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

Spring - Peters, Lynda

**Legislation and Statutory Interpretation**

LAWS 44201 - 01 (3)

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

Spring - Epstein, Richard

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

LAWS 53348 - 01 (2)

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

Spring - Conyers, Herschella

**Litigation Laboratory**

LAWS 81015 - 01 (3)

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

Winter - Masters, Catherine; Clark, James

**Local Government Law**

LAWS 43228 - 01 (3)

This course examines the law regarding the provision of public goods and services at the state and local level. It explores the way in which local government law addresses the issues of what services a local government should provide, which

residents should receive those services, who pays for the services provided, and how these decisions are reached. In the process, it explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships.

Spring - Roin, Julie

### **Marketing Strategy**

LAWS 43256 - 01 (3)

I use a framework based approach to teach this course. The first half of the class is spent on building a structured approach using customer analysis (assessing how the firm could provide unique benefits to an attractive target market segment); company analysis (assessing strategic fit based on long-term strategy and core capabilities) and competitor analysis (ascertaining how to build sustainable competitive advantage against both "current" and "future" competitors). The second half of the class uses the strategic marketing analysis described above to identify issues and challenges the firm faces, and articulate marketing objectives that are used to develop the marketing plan (product development, positioning and product strategy; setting prices to capture value, determining potential channel or places of distribution and promotion & communication strategies to communicate benefits to the target market). I also try to use multiple pedagogical tools to help students comprehend and assimilate the material. This includes lectures that introduce tools, concepts and frameworks on each topic in the framework followed by a rigorous case analysis to illustrate application. In addition, I will discuss current events, recent industry examples, and ask you to play a real-world data based pricing simulation. I have also been working with firms applying these frameworks for the last 25 years and hope that students will also share their experiences in class discussions. Finally, in order to expose you to different types of marketing careers where concepts taught in this class can be leveraged, I typically invite 1-2 guest speakers from a variety of industries. I strive to enhance student problem-solving and decision-making abilities and use marketing case studies to provide an opportunity (both written and oral) to help a student develop, present, and defend their own recommendations, and to examine and discuss the recommendations of others critically. Given the rigorous and highly interactive nature of class discussion, as well as framework based approach used, this class is helpful to students for case analysis preparation. Therefore, in addition to students pursuing marketing careers, this class is also helpful to students pursuing consulting careers, developing entrepreneurial businesses, or interested in understanding and analyzing growth and demand strategies of a corporation.

Winter - Dhar, Sanjay

**Mental Health Advocacy Clinic**

LAWS 90213 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

Mental Health Advocacy teaches a variety of advocacy skills. With the permission of the clinical teacher, students may choose to focus on litigation, legislation, or both. Students engaged in litigation may interview clients and witnesses; research and draft pleadings and legal memoranda, including briefs to reviewing courts; conduct formal and informal discovery; negotiate with opposing counsel and others; conduct evidentiary hearings and trials; and present oral argument in trial and appellate courts. Students who have completed fifty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices. Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings. In addition to discrete advocacy skills such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients and advocacy for systemic change. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged, but not required, for all students. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. There is a mandatory one-credit seminar component for this course which meets once a week during the Autumn Quarter. Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed. Student may enroll in this clinical course for between one and six quarters.

Autumn, Winter, Spring - Heyrman, Mark

**Mergers and Acquisitions**

LAWS 53107 - 01 (3)

In this course we will examine a number of the important legal and practical issues that arise in connection with mergers and acquisitions of U.S. businesses. These include: (1) the differences between mergers and tender offers, and the advantages and disadvantages of each type of transaction; (2) the duties of directors in change of control transactions and some of the remedies that may be available; (3) developments in the appraisal remedy; (4) special considerations applicable to going private transactions in which publicly held companies are acquired by controlling shareholders or by entities with the participation or support of the company's management; (5) disclosure issues in public M&A transactions; (6) some issues that arise in connection with hostile takeovers and takeover defenses; (7) deal protection provisions in public merger agreements; (8) some issues that arise in connection with merger, stock purchase, and asset purchase agreements; (9)

some issues relating to fraud claims brought in M&A transactions; and (10) some issues that arise in connection with preliminary agreements. The course materials will include articles and relevant judicial decisions, as well as some disclosure documents and model merger, stock purchase and asset purchase agreements. Some of the topics we will cover in this course may be covered in introductory business law courses, but students who have taken or are taking introductory business law courses should not hesitate to sign up for this course. Introductory business law courses are not a prerequisite for this course. Some of the topics in this course will also be covered in Buyouts and in Mergers and Acquisitions Agreements, but those courses are not a prerequisite for this course and students may take all three courses. Grades will depend on a take-home exam and class participation.

Autumn, Winter - Davis, Scott

### **Modern Muslim Constitutional Thought**

LAWS 53276 - 01 (2 TO 3)

Since its inception, Islamic Law has grown from a set of rules governing life in 6th century Arabia to a global body of law developed across time and place with application to religious, civil, criminal, constitutional, commercial, and international law. The primary objective of the seminar will be to give students a basic understanding of Islamic Law and the issues faced in applying Islamic Law in the modern context. The seminar will cover the origins and historical development of Islamic Law, Islamic legal theory, scope and application of Islamic Law, and selected current issues such as Islamic Finance. Modern constitutional law issues regarding sources of law, religious freedom, public interest, and related issues in Muslim majority countries will be reviewed as well as the debates around the application of Islamic Law for Muslim minorities living in secular states. Special attention will be paid to comparative law aspects of Western legal theory and Islamic legal theory in light of the historical introduction of Western legal systems to the Muslim world through Colonial and post-Colonial experiences. Current political debates around Shari'ah law and the concept of a Caliphate will be assessed against Islamic legal theory and constitutional law, specifically in light of the "Arab Spring" revolutions and the phenomenon of violent extremism. As such, in addition to a theoretical understanding of Islamic Law in the modern context, students will also develop an understanding of the practical impact of legal theory on political, social, and economic realities in the Muslim world and beyond. This is a one-quarter seminar for 2L and 3L students. There are no pre-requisite courses required in Islam. Weekly readings will be assigned in English language source materials. The seminar will draw on the lecturer's extensive personal experience with the subject matter and knowledge of the legal systems of Muslim majority states such as Saudi Arabia, Turkey, UAE, Pakistan, Egypt, Malaysia, and elsewhere. Professor Kamran Bajwa studied classical Islamic Law and Islamic Theology at the Al-Azhar seminary in Cairo, Egypt prior to attending the

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

Autumn - Bajwa, Kamran

### **Modern Professional Responsibility**

LAWS 41018 - 01 (3)

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

Autumn - Nozette, Mark

### **Money and Criminal Justice**

LAWS 53367 - 01 (2)

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

Spring - Rappaport, John

### **Moot Court Boot Camp**

LAWS 95030 - 01 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will receive two different cases and prepare and submit argument outlines in advance. During the workshop, students will gain hands-on experience by conducting multiple oral arguments before a variety of alumni and other practicing attorneys, judges, and faculty, who will provide feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short, written

assignment that we will discuss and revise during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing, we will learn, promotes successful oral advocacy, and vice versa. This class, which will meet for the weekend of October 28-29, is an optional supplement to the Hinton Moot Court Competition. One credit will be granted for the weekend course and an additional credit will be granted upon completion of two judged arguments as part of the Hinton Moot Court Competition. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail.  
Autumn - Duquette, Elizabeth; Noller, Lisa

### **Negotiating Merger and Acquisition Agreements**

LAWS 53366 - 01 (2)

In this seminar the members of the class will negotiate certain issues that may arise in the negotiation of: (1) merger agreements in which the target is a public company; and (2) asset purchase agreements. For each type of agreement, we will begin with an examination of certain aspects of a model agreement and a discussion of some significant issues that may be present. The members of the class will then have simulated negotiations based on written hypothetical situations in which they will be attempting to reach an agreement and negotiate contractual language on the open points. In the simulated negotiation for each type of agreement all members of the class will be identified as counsel for either (a) the buyer or (b) the target or the seller. The simulated negotiations will begin in class, though they may need to be finished outside of class. We will also examine certain ethical issues that may arise in negotiations. Grades will be based on: (i) two three to five page papers describing the student's simulated negotiating experience for each type of agreement, and what the student would do differently in the future; (ii) classroom performance (including performance in the simulated negotiations); and (iii) the content submitted for each type of agreement (or what was proposed if the parties cannot agree on content). Some of the topics in this course will also be covered in Mergers and Acquisitions, but that course is not a prerequisite for this course and students may take both classes.

Spring - Davis, Scott

### **Non-Profit Organizations**

LAWS 53202 - 01 (2)

This seminar explores the laws associated with nonprofit organizations and charitable giving, with a particular emphasis on tax-related issues. Topics covered include: the formation, dissolution, and restructuring of nonprofit organizations; fiduciary duties of officers and directors; criteria for exemption from federal



income tax; limitations on private inurement and private benefit; involvement of nonprofit organizations in politics; commercial activity and the unrelated business income tax; rules governing private foundations; deductibility of charitable contributions; and the tax treatment of social welfare organizations, labor unions, business leagues, social clubs, and fraternal organizations. The course will place particular emphasis on policy considerations related to the federal tax treatment of nonprofit organizations. Grades will be based on a final examination. Instructor's approval is required for students who have not completed or are not currently enrolled in Introductory Income Tax.

Winter - Hemel, Daniel

### **Oil and Gas Law**

LAWS 45301 - 01 (3)

The basic law relating to the exploration, production, and development of oil and gas. The principal topics covered are: (1) ownership interests in natural resources, (2) leasing and field development, (3) the classification and transfer of production interests, and (4) regulation of field operation -- pooling, unitization, and environmental controls. Taxation and post-production marketing controls are not covered.

Winter - Helmholz, Richard

### **Opera as Idea and Performance**

LAWS 43264 - 01 (3)

Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed include Monteverdi's *The Coronation of Poppea*, Mozart's *Don Giovanni*, Rossini's *La Cenerentola*, Verdi's *Don Carlos*, Puccini's *Madama Butterfly*, Wagner's *Ring*, Strauss's *Elektra*, and Britten's *Billy Budd*. Remark: students do not need to be able to read music, but some antecedent familiarity with opera would be extremely helpful. CD's and DVD's of the operas will be placed on reserve.

Spring - Nussbaum, Martha

### **Partnership Taxation**

LAWS 44301 - 01 (3)

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

Prerequisite: Introductory Income Tax

Spring - Golub, Todd; Lipton, Richard Mark

### **Patent Law**

LAWS 43244 - 01 (3)

This is a basic course in patent law, in which the class is introduced to the governing statutes, core concepts, and influential court decisions. No technical expertise is necessary whatsoever, and students from all backgrounds are encouraged to enroll. Patent cases sometimes involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the patented technology itself. Student grades are based on an in-class final examination. Students from all backgrounds -- technical or not -- are encouraged to enroll.

Spring - Masur, Jonathan

### **Patent Litigation**

LAWS 53254 - 01 (3)

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

Spring - Cherny, Steven; Wilcox, Jason

### **Political Control of the Administrative State**

LAWS 53399 - 01 (2 TO 3)

This seminar will examine how legal and political institutions constrain administrative decision-makers. We will begin by exploring congressional and presidential checks on administration—and the bureaucracy's ability to "resist" these actors. We then will turn to intra-agency structures that may diffuse or check power, including removal protection, multi-member boards and commissions, and watchdog and value-based offices nested within administrative agencies. Particular attention will be paid to how these structures promote or hinder constitutional

values, as well as to constitutional, statutory, and practical limitations on the use of these mechanisms. Prior coursework in administrative or constitutional law may be helpful, but is not required. Students will be evaluated based on class participation and a series of short reaction papers (two credits). Students may earn an additional one credit by writing a short research paper.

Spring - Feinstein, Brian

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

LAWS 91301 - 01 (3 TO 4, 3 TO 4)

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law by giving them the opportunity to work on housing cases at LAF, the Midwest's largest provider of free civil legal services to the poor. Students may be asked to attend administrative grievance hearings, represent tenants facing unwarranted evictions, and prevent landlords from performing lockouts or refusing to make necessary repairs. All students will be expected to interview clients, prepare written discovery, conduct research, and draft motions. In addition to working 12 hours a week at LAF, students will attend a weekly two-hour class to learn about subsidized housing programs, eviction actions, housing discrimination, the intersection between domestic violence and housing, and the extensive and often misunderstood connection between criminal law and housing. Enrollment is limited to eight students. The seminar is taught by Lawrence Wood (Director, LAF's Housing Practice Group). Each student's grade is based on his or her class participation (20%), a paper (10%), and work at LAF (70%).

Winter, Spring - Wood, Lawrence

### **Poverty Law**

LAWS 57402 - 01 (2 TO 3)

This seminar offers an introduction to the substantive law and procedure of public benefit programs in the United States. The seminar will identify persistent controversies in poverty law, including means-test design, funding structure, federalism issues, and behavioral rules, as well as how poverty law interacts with immigration enforcement and disability law. Throughout, we will examine to what extent the agencies that administer these public benefits are vulnerable to federal litigation and what remedies may result from such litigation. Final grade will be based on: a major paper, a series of short reaction papers, class participation.

Spring - Hammond, Andrew

### **Pre-Trial Advocacy**

LAWS 81008 - 01 (2)

This seminar will focus on litigation strategies and skills that are instrumental in the day-to-day life of a litigator, many of which are used in both the pretrial and trial phases of litigation. Students will get to interview witnesses, negotiate discovery disputes, take depositions, cross-examine witnesses and draft and argue

motions in limine, in addition to learning to evaluate and develop facts and legal theories and study tactical moves to disarm the opposing side and narrow the case for trial. The seminar employs a variety of learning methodologies, including lectures, small group discussions, and participation in mock exercises with live witnesses. Students taking Pre-Trial Advocacy are also eligible to enroll in the Intensive Trial Practice Workshop. Because of the overlap in topics, students are ineligible for Pre-Trial Advocacy if they have taken or are currently enrolled in any of the following litigation clinics: Criminal and Juvenile Justice Project Clinic; Civil Rights Clinic; Police Accountability; Mental Health Litigation Clinic; Complex Mental Health Litigation Clinic; Exoneration Project Clinic; Employment Discrimination Clinic; Abrams Environmental Law Clinic; and Federal Criminal Justice Clinic. The student's grade is based on class participation, including participation in mock exercises, and written work product. Evidence is a prerequisite that may be taken concurrently.

Autumn - Husten, Lisa; Kelly, Erin

### **Privacy**

LAWS 43250 - 01 (3)

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

Winter - Strahilevitz, Lior

### **Private Equity Transactions: Issues and Documentation**

LAWS 53224 - 01 (3)

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

Winter - Fennell, Mark; Ritchie, Stephen

**Professional Responsibility and the Legal Profession**

LAWS 43284 - 01 (3)

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

Autumn - Marshall, Anna-Maria

**Project and Infrastructure Development and Finance**

LAWS 53110 - 01 (3)

This seminar is focused on the development and project financing of infrastructure facilities. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for lawyers. Public private partnership structures will be examined. Representative transactions, principally in the energy, transportation and public infrastructure sectors, will be selected for analysis and discussion. Infrastructure projects such as these provide a convenient vehicle for discussion of contractual provisions, structuring parameters, financial analysis, and legal practice issues common to a broad range of business and financial transactions. The classes will be discussion oriented; grades will be based on 3-4 short papers, an analytical paper of 10- 13 pages based on a case study and class participation. There are no pre-requisites, although basic corporation law is recommended. The readings will be taken from textbooks, professional journals, and actual commercial and financial contracts. A speaker from the financial community with a wide range of experience is expected. Enrollment is limited to 25 students. Recommended but not required: Corporations or the equivalent.

Autumn - Jacobson, Martin

**Prosecution and Defense Clinic**

LAWS 91201 - 01 (3 TO 4, 3 TO 4)

The Prosecution and Defense Clinic provides students with an opportunity to learn about the criminal justice system through: (1) a 2-quarter seminar taught by a former Assistant United States Attorney and a career defense lawyer; and, (2) a clinical placement in either a prosecutor's office or public defender's office. The course will familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues encountered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice, and hands-on experience through a clinical placement. Each student in the clinic will be responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters. Examples include the U.S. Attorney's Office for the Northern District of Illinois or the Public Defender's office in any northern Illinois county. Students will comply with the clinical placement's requirements regarding hours and assignments, and may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys. Other components of each student's grade are: seminar classroom participation; trial practice exercises; journal entries; and, a 10-page practice paper or research paper. There is no final exam (in either quarter) and students will earn up to seven credits for the course, depending on the placement. Because of the practical component, the class size will be limited to twelve 2L or 3L students, and the class will require a minimum of six students to enroll for it to be offered.

Winter, Spring - Noller, Lisa; Armour, Molly

**Public Choice**

LAWS 43218 - 01 (3)

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

Spring - Levmore, Saul

**Public International Law**

LAWS 43230 - 01 (3)

This course takes up international law as a substantive body of rules, an array of processes by which law is created, interpreted, and enforced, as well as a discipline in that comprises a community of lawyers and academic jurists with a common vocabulary, a shared sense of history and a shared range of professional activities, but often with divergent views about its purposes, missions and accomplishments. This course is designed to introduce you to both the substance and process aspects of international law and how it is applied, interpreted and contested by its various participants. After focusing on two problems that demonstrate how international law has evolved and developed, the course then proceeds to focus on the traditional sources of international law and the contemporary pressures that have been placed on them. Its participants will then be considered particularly in light of the decision-making mechanisms by which international law is developed and carried out, the institutions that serve as deciders, and the legal regimes that take shape as a result. Part of the course will also engage the question of international law in the domestic system. The last part of the course will address problems related to global interdependence and integration, including but not limited to international legal challenges relating to managing the global economy (with a particular focus on dispute settlement in the World Trade Organization) as well as on efforts to regulate the use of force. Final grade will be based on: a major paper. Autumn - Gathii, James

**Racism, Law, and Social Sciences**

LAWS 54303 - 01 (3)

The domains of racism, law, and the social sciences impact one another in myriad ways. At times, a system of racism is deployed through law, which in turn shapes questions asked in the social sciences. In other instances, the sciences articulate conceptual frameworks that lead to the creation of new forms of racism within society and law. Particular systems of racism have operated across a spectrum from incidents of overt violence to the daily impacts of implicit biases. Our readings and class discussions will consider a sample of case studies from across the globe in addition to past and present dynamics in the United States. Analyses of the social construction of racial and ethnic identities have facilitated studies of the ways in which social differences are created, maintained, and masked. Subjects to be addressed in this course include the interrelation of racial ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. At an international scale, policy makers confront the challenge of balancing calls for multicultural tolerance with demands for fundamental human rights. We will also consider the related histories of biological, genetic, and epigenetic concepts of different races within the human

species. Requirements for this course include thoughtful class participation and a final, take-home examination.

Spring - Fennell, Christopher

### **Real Estate Transactions**

LAWS 44801 - 01 (2)

Real Estate Transactions will focus on the lawyer's role in structuring and negotiating investments in commercial real estate. The first half of the course will explore legal issues encountered when acquiring, selling and financing commercial real estate investments, including through mortgage and mezzanine debt. The second part of the course will focus on "joint ventures" and other capital aggregation vehicles. For many reasons, including capital requirements, diversification, expertise and resource allocation, it is typical today for an investor to own real estate with one or more other investors in a joint venture. Because decisions about the ownership of an asset necessarily involve information regarding the underlying real estate, and because joint ventures are relationships put in place to work (or not!) for a period of time, studying joint ventures is an ideal way to learn how to become an effective transactional attorney. Our goal in the course is to provide you with an understanding of how an attorney can be most effective in negotiating and documenting sophisticated real estate transactional agreements. Students will learn to look at the motives, goals and roles of each party to a transaction and to make sure that the legal structure most efficiently accommodates the client's business objectives. Final grade will be based on a major paper and class participation.

Winter – Small, Andrew

### **Regulation of Sexuality**

LAWS 43229 - 01 (3)

This course explores the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas as well as the limits on placed on such regulation by constitutional guarantees including free speech, equal protection, and due process. Readings include cases and articles from the legal literature together with work by scholars in other fields. The grade is based on a substantial paper, series of short papers, or final examination, with class participation taken into account.

Spring - Case, Mary Anne

### **Religion, Law, and Politics**

LAWS 53335 - 01 (3)

This seminar examines the conceptualization and realization of religious liberty and the separation of church and state. We explore philosophical precepts and



historical contexts, review the state of the law, and address current controversial issues. Final grade will be based on a major paper.

Spring - Neil, Sylvia

### **Remedies**

LAWS 41401 - 01 (2)

The way in which the law responds to violations of rights is no less important than the way in which those rights are allocated. The law of remedies determines the law's response to violations of rights, and in so doing, it delineates their boundaries and gives them legal meaning. Hence, the study of the law of remedies is closely related to the study of the substantive law, each field shedding light on the other. This course focuses on remedies in Contracts and Torts, referring to the goals of the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as: restitutionary damages; probabilistic recoveries; offsetting benefits and offsetting risks; liquidated damages; damages for pure economic losses; and damages for severe bodily injury and death. 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. Finally, the course explores a new topic, recently identified and developed in scholarly writings, which is "Aggregation of Claims." Corequisites: Torts, Contracts.

Winter - Porat, Ariel

### **Retail Law and Transactions**

LAWS 81024 - 01 (2 TO 3)

This seminar addresses the principal legal issues and commercial challenges facing the retail sector. Particular attention will be paid to relations with vendors and other third-party business associates, and customers, the effect of the evolving economy on these relations, and the challenges and opportunities brought about by globalization, technology, social media, and e-commerce. Students will develop an understanding of key corporate, IP, contracting, sourcing, regulatory and other legal issues and practice pitfalls. The instructors will emphasize the practical interplay and tension between commercial realities and legal requirements, and strive to demonstrate the increasing professional burdens and responsibilities to which "in-house" counsel are subject. At times, the instructors will use a case-study format to emphasize identification and resolution of key issues and risks experienced by retailers, as well as to highlight examples of retailers both thriving and struggling to adapt to change. The instructors also will use actual contracts, retailer policies and practices, litigation materials and internal-investigation documents. The class will participate in multiple role-playing scenarios, including

contract negotiations and a crisis management reenactment. Final grade will be based on: substantial out of classroom work, group projects.

Spring - Zarfes, David; Bangs, Tony; Avratin, Joshua; Lutz, Nathan

### **Roman Law**

LAWS 53137 - 01 (3)

The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. This class will be assessed via a series of short research papers. Because this is a 1L elective, it will be graded on the curve usually applied to courses (as all 1L electives are) and will not count against the seminar limit.

Spring - Epstein, Richard

### **Secured Transactions**

LAWS 42201 - 01 (3)

This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy and Reorganization: The Federal Bankruptcy Code (LAWS 43234). The student's grade is based on a proctored final examination.

Autumn - Picker, Randal

### **Secured Transactions**

LAWS 42201 - 01 (3)

Secured lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should grasp. Focusing primarily on Article 9 of the Uniform Commercial Code, students will learn about different forms of collateral, how security interests are created and perfected, and the remedies available to secured lenders. This course is a useful preparation for Bankruptcy and Reorganization courses, and will be worthwhile for students contemplating private practice in corporate, commercial finance or bankruptcy/workout groups. Grades will be based on a final examination. Open to MBA students.

Winter - Casey, Erin

**Securities Litigation and Enforcement**

LAWS 42403 - 01 (3)

This course is about misbehavior relating to stocks, bonds, and other financial instruments. We examine the complex substance and procedure of private civil litigation, SEC enforcement actions, and Department of Justice criminal prosecutions. Topics include corporate fraud, Ponzi schemes, insider trading, and market manipulation. While this course has no prerequisites or corequisites, a background in Securities Regulation is helpful and the two courses are complementary. Both courses study the Securities Act of 1933, the Securities Exchange Act of 1934, and subsequent statutes, administrative rules, and case law. However, one course (Regulation) focuses on how to raise money lawfully, whereas the other (Litigation) addresses the consequences for acting unlawfully. This course is of natural interest to future civil litigators, prosecutors, and white-collar criminal defenders. Transactional and in-house attorneys will also benefit from understanding a body of law that is of immense personal interest to the executives they advise. Student grades will be based primarily on a 3-hour in class examination.

Autumn - Verstein, Andrew

**Securities Regulation**

LAWS 42401 - 01 (3)

This course examines the federal statutes and administrative regulations governing the issuance and sale of securities in the United States. We will cover the registration and distribution of securities by issuers, such as through initial public offerings and private placements; exemptions from registration requirements, such as those used by private equity and hedge funds; federal disclosure obligations, such as quarterly reports and proxy filings; and theories of liability for securities violations, such as insider trading and fraud. The student's grade will be based primarily on a final in-class examination but valuable class participation may also be taken into account.

Autumn - Birdthistle, William

**Securities Regulation**

LAWS 42401 - 01 (3)

We will examine in detail the law regulating the issuance and sale of securities (that is, stocks, bonds, and other financial instruments) in the United States. Topics will include: initial public offerings (IPOs), the regulation of stock exchanges, private placements of stock, securities fraud litigation, and the regulation of broker-dealers. Booth Students may petition to register for this class without instructor consent.

Winter - Henderson, M. Todd

### **Selected Topics in Conflict of Laws**

LAWS 53389 - 01 (2)

This seminar will examine the legal framework for the resolution of interstate conflict of laws within the U.S., focusing on the choice of law principles that courts apply to determine the rule of decision in cases where the relevant parties, conduct or transactions have connections to more than one state. Topics include the traditional and modern approaches to choice of law; federal constitutional limitations on choice of law; conflict of laws in the federal system, and the role of international conflict of laws rules on the domestic enforcement of foreign judgments, among other topics. There are no prerequisites for this seminar. Student grades are based on a 3 hour in-class final exam.

Autumn - Abebe, Daniel

### **Strategic Considerations in Securities and Corporate Governance Litigation**

LAWS 53395 - 01 (2)

This seminar will introduce students to the most important strategic considerations that lawyers encounter in today's highly sophisticated financial services litigation. The litigators (and corporate lawyers) who concentrate in this area must function in an environment where the stakes are high, leverage is critical, and "victory" is defined by the client, not the court. Accordingly, this seminar examines the critical questions faced in virtually every financial services litigation matter including: (1) which is the most favorable venue for this litigation, including consideration of how legal principles vary jurisdiction by jurisdiction; (2) how does Directors and Officers Liability insurance impact the litigation, itself; (3) strategic considerations relating to the composition of the board and use of special litigation committees; (4) how dispositive motions can be used to, at a minimum, best frame and limit the litigation; (5) how derivative and class certification mechanisms can be used to narrow or defeat claims; (6) how to use the timing and positioning of mediation to produce a favorable result for the client; (7) who of your pool of potential experts should be identified, on what topics, and when to maximize chances of success; and (8) what is jury research and what role does it play in making thematic and settlement decisions. To further the student experience, we will supplement our sessions by bringing some of the nation's top practitioners in fields like jury research, D&O insurance, mediation and/or damage analysis to share their years of expertise drawn from real world situations. Grading will be based on class participation and two relatively short papers (under 10 pages) which will focus on discrete topics covered in class and in the reading assignments. Each paper will count for approximately 30% of your grade, and the remaining 40% will be based on class participation.

Spring - Feirson, Steven; Jacobsen, Joni

**Strategies and Processes of Negotiation**

LAWS 81002 - 01 (3)

Increasingly negotiation is part of the day-to-day life of managers. The aim of this class is to make students more effective negotiators. Students should leave the class with (1) a structured approach for preparing for and thinking about negotiations; and (2) a refined set of skills for carrying out negotiations. A central part of the class is an extensive set of negotiation simulations. These simulations take students through a variety of negotiations: single and multiple issue; two-negotiator and multiple-negotiator (coalitional); and internal (within organization) and external. In addition, the class includes a number of cases. Lectures, readings, and structured analytical exercises supplement the simulations and cases. Final grade will be based on substantial out of classroom work, group projects.

Winter - Wu, George

**Structuring Financial Instruments**

LAWS 53223 - 01 (2 TO 3)

This seminar introduces tax, legal, accounting and economic principles relevant to the structuring of complex financial instruments—from forwards, swaps and options to convertible bonds and other securities with embedded derivatives. Throughout the seminar, different products designed to achieve similar economic goals will be examined to highlight the significance of structuring choices and the range of techniques available. For example, there are various products that can be used to approximate the economics of buying an asset, without an actual purchase of that asset. The seminar will examine how these products are treated differently for tax, securities law, commodities law, bankruptcy, accounting and other purposes, notwithstanding their economic similarity. Students will develop the ability to optimize transactions by selecting among existing financial instruments or inventing new ones. The seminar will also include discussion of policy issues. No specific prerequisites, but introductory income tax recommended, and knowledge of securities law and bankruptcy law helpful. The seminar will be assessed via a) a series of reaction papers (2 credits) or b) via a full-length research paper (3 credits). Class participation and attendance will be considered.

Spring - Sussman, Jason

**Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions**

LAWS 43225 - 01 (3)

This course covers tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) new business start-up, (2) growth-equity investment in existing business enterprise, (3) leveraged buyout of private or public company (including going-private transaction), (4) use of both double-tax C corporations and flow-through single-tax S corporations, partnerships, or LLCs for variety of venture capital or private equity financed transactions, (5) devising

equity-based executive compensation program, (6) private equity financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled company's NOL post restructuring, (7) exit scenarios for successful venture capital or private equity financed enterprise (such as IPO, series of SEC rule 144 stock sales, sale of company, or merger of company into larger enterprise), and (8) forming venture capital, LBO, or private equity fund.

Substantive subjects include federal income tax, federal securities regulation, state corporate, partnership, and LLC law, federal bankruptcy law, state and federal fraudulent conveyance law, and other legal doctrines, as well as accounting rules (executive compensation and acquisition accounting) and practical structuring issues (including use of common and preferred stock, subordinated or mezzanine debt, convertible debt and preferred stock, warrants, options, and substantial-risk-of-forfeiture stock), all reviewed in a transactional context, and with discussion of their policy underpinnings and likely future evolution.

No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, and knowledge of corporate law, securities regulation, bankruptcy, and accounting helpful. However, the course book and the course book appendix contain adequate discussion and supplemental material so that the student can (with careful reading) adequately comprehend these topics. The grade is based on a final in-class examination. Instructor consent is not required for this course.

Spring - Levin, Jack; Rocap, Donald

### **Tax Policy**

LAWS 55801 - 01 (2 TO 3)

This seminar explores fundamental concepts underlying tax policy, with a special emphasis on the economic implications of tax rules and design elements. The topics covered include the choice of tax base (income vs. consumption vs. wealth), the effectiveness of tax law as a redistributive mechanism, the use of tax tools to correct externalities, and the role of tax expenditures. Each student will work toward a final project that applies insights from the course to a question of tax policy.

Spring - Rozema, Kyle

### **Technology Policy**

LAWS 53287 - 01 (2)

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

See the syllabus at [picker.uchicago.edu/seminar/Syllabus.htm](http://picker.uchicago.edu/seminar/Syllabus.htm)

Winter - Picker, Randal

**Telecommunications and Internet Law**

LAWS 43214 - 01 (3)

This is an introductory course looking at the regulatory regimes in the U.S. that apply to telephony (both wireline and wireless) and the infrastructure of the Internet. In particular, this course will explore the legal and policy history behind such regulation and the difficulty of classifying new technologies and applying the existing regulatory regimes to new technologies, including the on-going discussion between the FCC and the courts regarding net neutrality. This course will not cover mass media regulation (broadcast television and radio, or cable television). Grades will be based upon class participation, a few short reaction papers, and a final take home exam.

Autumn - Neal, Joan

**The Board of Directors**

LAWS 81114 - 01 (2 TO 3)

In this seminar, we will simulate nine meetings of a board of directors of a hypothetical company. Students will act as board members. Each week, the board will face a discrete issue of corporate governance. Students will take turns acting as the chair of the board, leading the board of directors through a discussion of the issues. The board will have one week leading up to each class to do legal and other research, to communicate amongst each other and with external stakeholders (played by the professors), and to prepare a presentation for the board and the CEO. The chair will present the case and run the meeting. The course will focus on the normal functioning of United States publicly listed companies, as well as on the duties of directors in times of crisis or significant change to the corporation. Grades will be based on class participation. Prerequisite: Business Associations/Corporate Law.

Winter - Henderson, M. Todd

**The Chicago Journal of International Law**

LAWS 94130 - 01 (1, 1, 1)

The Chicago Journal of International Law, a biannual student-edited journal, is the Law School's newest journal. It publishes short Comments and articles by students and scholars on matters of international law and foreign affairs. Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP. For more information on the journal, please visit [cjl.uchicago.edu](http://cjl.uchicago.edu).

Autumn, Winter, Spring - Abebe, Daniel

### **The Constitution Goes to School**

LAWS 43205 - 01 (3)

This course will examine how the Supreme Court's constitutional opinions have both shaped and misshaped the nation's public schools. In 1969, the Supreme Court famously declared that students do not "shed their constitutional rights when they enter the schoolhouse gate." Not surprisingly, though, Supreme Court Justices both before and since have bitterly contested the precise scope of students' constitutional rights in the elementary and secondary school contexts. Some Justices, moreover, have concluded that it is typically unwise for the judiciary to enter the educational realm, lest the Supreme Court turn into a schoolboard for the entire nation. Even if such fears are overblown, however, there can be no doubt that the Court's constitutional interpretations have had significant consequences for schools charged with transforming students into citizens. Constitutional topics will include: freedom of speech, establishment of religion, free exercise of religion, searches and seizures, cruel and unusual punishment, due process, and equal protection. Educational topics will include: homeschooling, zero tolerance policies, corporal punishment, school funding, school uniforms, racial desegregation, strip searches, single-sex schools, off campus speech, drug testing, unauthorized immigration, the school-to-prison pipeline, and book banning. There are no prerequisites for enrollment. The student's grade is based on a take-home final examination and class participation.

Spring - Driver, Justin

### **The Constitutional Rights of Minors from the Minors' Point of View**

LAWS 53382 - 01 (2)

In this seminar, a small number of law students will collaborate with Professor Buss in teaching a course to high school students from the Woodlawn Charter School (and also possible from the Laboratory Schools) on students' constitutional rights in school. Each class will focus on a different case and related doctrine, and will engage the high school students in a discussion of a scenario that asks them to apply the doctrine to new facts. Topics will include student speech and religious exercise, drug testing and locker searches, procedural rights in the context of disciplinary actions, and race and gender discrimination, among others. Before each class students will read an edited version of a Supreme Court case and will prepare to discuss a case study. After each class the high school students will write a brief reflection piece. Each law student will be paired with two high school students, and will interact with those students in and out of class. Law students will check in with the high school students to assist with class preparation, and will review and comment on the students' reflection pieces. During class, law students will help facilitate the small group discussions. Law students will also submit brief weekly reports of their students' class participation and their out-of-class interactions. At some point in or after the quarter (the timing will be at the law students' discretion, within the time frame permitted under the school's paper



policy), Law Student's will write a paper that discusses one of the topics we have covered, and that particularly draws on the high school students' perspective, shared in and out of class, to develop a theme relevant to the doctrine in question.  
Winter - Buss, Emily

### **The Interbellum Constitution: Union, Commerce, and Slavery in the Early 19th Century**

LAWS 53282 - 01 (2 TO 3)

This seminar examines the legal and intellectual history of debates concerning American constitutional law and politics between the War of 1812 and the Civil War, approximately 1815 to 1860 -- the troubled adolescence of the new nation. Topics to be discussed include commerce, internal improvements, the market revolution, federal regulation of slavery in the territories, the role of the federal courts, and the development of national culture. Final grade will be based on: a major paper and class participation.

Spring - LaCroix, Alison

### **The Law and Ethics of Lawyering**

LAWS 53102 - 01 (3)

This seminar, which satisfies the professional responsibility requirement, will consider ethical problems in the practice of law. We will work with a problem-oriented casebook and the ABA Model Rules. A substantial part of our class time will be devoted to the discussion of ethical dilemmas that have actually arisen in practice. Throughout the seminar there will be running as a kind of background to our discussions, some consideration of the question of just what motivates lawyers to be ethical when they are ethical. Topics will include lawyer liability, confidentiality, relationships between lawyers and clients, conflicts of interest, and lawyers' duties to courts, adversaries, and third persons. Enrollment will be limited to 20. Students will be evaluated on the basis of participation, a series of short written assignments, and an in-class final exam. Attendance is mandatory.

Winter - Remington, Clark

### **The Roberts Court**

LAWS 50312 - 01 (3)

Co-taught by Professor Lee Epstein and Mr. Adam Liptak (Supreme Court correspondent of the New York Times) with Judge Richard A. Posner and Professors Dennis Hutchinson and William M. Landes also participating, this course will examine the contemporary Supreme Court. Topics include the Court's membership; its procedures for selecting cases for review; the role of lawyers, law clerks, and journalists; and doctrinal developments in several areas of the law.  
Winter - Epstein, Lee; Liptak, Adam; Posner, Richard; Hutchinson, Dennis; Landes, William

### **The Social and Legal Construction of Race**

LAWS 53216 - 01 (2)

This seminar will examine the role of law in creating and recreating race in our decidedly non-post-racial society. Topics covered will include racial identity, reproduction, and criminal justice. Readings will include cases to understand the “law on the books;” law review articles to understand how legal academics interact the law and its implications; and social science research to understand “law in action.” Final grade will be based on: a major paper, a series of short reaction papers, class participation.

Spring - Baldwin Clark, LaToya

### **The University of Chicago Law Review**

LAWS 94110 - 01 (1, 1, 1)

The Law Review publishes articles and book reviews by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. Students gain access to participate as a staff member via the Write-on Competition (which includes a Grade-on component) or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP. For more information on the Law Review, visit [lawreview.uchicago.edu](http://lawreview.uchicago.edu).

Autumn, Winter, Spring - Abebe, Daniel

### **The University of Chicago Legal Forum**

LAWS 94120 - 01 (1, 1, 1)

The Legal Forum is the Law School’s topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and Comments (by students) that focus on a single area of the law. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work. Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP. For more information on the Legal Forum, please visit [legal-forum.uchicago.edu](http://legal-forum.uchicago.edu).

Autumn, Winter, Spring - Abebe, Daniel

### **Topics in State and Local Finance**

LAWS 53193 - 01 (2)

This seminar looks at a variety of fiscal challenges facing state and local governments, and at the legal constraints on politically attractive solutions to these challenges. In past years, topics have included educational funding, pension funding, "welcome stranger" property tax assessment, eminent domain, and municipal bankruptcy. Final grade will be based on a series of short reaction papers.

Spring - Roin, Julie

### **Trademarks and Unfair Competition**

LAWS 45701 - 01 (3)

The course covers federal and state doctrines governing trademarks, domain names, and geographical indications; state law unfair competition doctrines; trademark dilution; publicity rights; and federal registration of trademarks. The student's grade is based on a final take home examination.

Winter - Ben-Shahar, Omri

### **Transnational Litigation and Arbitration**

LAWS 53315 - 01 (2)

This seminar will examine some of the practicalities of litigating cases with transnational elements in U.S. courts, and their implications for fairness, access to justice, and international comity. Litigation involving foreign parties, foreign laws, or a foreign situs is now part of the day-to-day work of the federal judiciary, large law firms, and international organizations. We will explore the interaction between federal courts and foreign sovereigns, the background influence of different procedural rules, as well as the growth of commercial arbitration in this context. One important example that we will cover is the series of cases in the Second Circuit involving Argentina. For more than ten years, Judge Griesa of the Southern District of New York became a quasi-ruler of a foreign nation. We will evaluate the implications of this case, and others like it, for cross-border commerce and U.S. law. Our discussions will cross between theory and practice, but we will focus on the actual concerns lawyers deal with in these cases. To that end, we will have guest speakers from large law firms. In order to reflect the materials used by academics and practitioners in "real life," I am assigning full law review articles and unedited cases. We will meet eight times over the course of the quarter. I am looking forward to getting to know each of you better over the course of the semester. I hope our conversations together are casual and collaborative. Students will be evaluated based on class participation and a series of reaction papers (two credits).

Spring - Zambrano, Diego

### **Trial Advocacy**

LAWS 81010 - 01 (2 TO 3)

This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will be by lecture, demonstration, and exercise (including a mini-trial). Students who have taken the Intensive Trial Practice Workshop (LAWS 67503) may not take Trial Advocacy (LAWS 67603). An understanding of the Federal Rules of Evidence is preferred but not a prerequisite. Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, and one or more written assignments. Enrollment is limited to 16 students.  
Spring - Cohen, Jay

### **Trusts and Estates: Wealth Management and Transmission**

LAWS 45211 - 01 (3)

This course examines the law and practice of private wealth management and transmission, typically within the family and often across generations. Among the topics covered are: (1) the policy basis of inheritance and the changing character of intergenerational wealth transfer; (2) intestate succession; (3) the evolving definitions of "spouse" and "child" and their effect on the interpretation of wills and trust instruments; (4) the execution and revocation of wills; (5) the rise of will substitutes, including revocable trusts, life insurance, and pension and retirement accounts; (6) the substantive rules of construction governing probate and nonprobate transfers; (7) spousal protection against disinheritance; (8) the creation, modification, and termination of trusts; (9) the particular rules applicable to charitable trusts; (10) the fiduciary duties of trustees, the principles governing trust investments, and the emerging use of directed trusts; (11) the nature of a beneficiary's interest in trust, the range of the trustee's discretion, and the rights of a beneficiary's creditors, with special reference to discretionary, spendthrift, and asset protection trusts; and (12) the substantive provisions of wills and trust instruments, with attention given to recurring problems of interpretation. The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized.

Autumn - Gallanis Jr, Thomas

### **U.S. Supreme Court: Theory and Practice**

LAWS 50311 - 01 (3)

This seminar will provide an in-depth look at the U.S. Supreme Court, with particular emphasis on the skills required to practice successfully in that forum. Students will not only discuss the Court as an institution, but they will also hone skills needed to navigate the certiorari process and to brief and argue before the Court. In addition to class participation, students will be graded on a legal brief

(generally 15-25 pages in length) and on their performance in a moot court.

Students interested in enrolling should email Mr. Scodro

(mscodro@mayerbrown.com) and Professor Konsky (konsky@uchicago.edu), on or before September 1, a resume and short statement of interest explaining why they would like to enroll in the seminar. Students will be informed of their enrollment status by September 5.

Autumn - Konsky, Sarah; Scodro, Michael

### **U.S. Taxation of International Transactions**

LAWS 44601 - 01 (3)

This course provides a survey of the US tax treatment of both inbound (foreign investment in the US) and outbound (US investment abroad) transactions. Though the principal focus of the class is on the US tax rules, some attention is paid to the interaction between US and foreign tax systems through the operation of the tax credit and tax treaties. Introductory Income Tax is a recommended prerequisite. Students' grades will be based on a three-hour examination.

Winter - Roin, Julie

### **Wine Law**

LAWS 53318 - 01 (2 TO 3)

Wine raises a host of national and international regulatory issues, from importing to trademarks to constitutional federalism. This seminar will work through the basics of Wine law in the United States, with a section on relevant international issues as well. Final grade will be based on: a major paper, a series of short research papers, class participation.

Winter - Ginsburg, Thomas

### **Women's Human Rights in the World**

LAWS 53380 - 01 (2)

This seminar examines women's human rights from a global comparative perspective. We will explore the concept of substantive equality under international law through a focused inquiry into three areas of women's human rights – violence, reproduction and political participation. We will discuss the evolution of these rights, variations in state interpretation and implementation, and the social, economic, political and cultural factors that impact their realization. Each student is required to write a series of reaction papers throughout the quarter. Grades will be based on these papers as well as class participation.

Spring - Flores, Claudia

### **Work Law in the New Economy**

LAWS 53296 - 01 (2)

This seminar focuses on how labor law is adapting (or failing to adapt) to changes in the New Economy workplace. It touches on a number of themes. First, it looks at

changes in the employment relationship and their implications for labor law and collective organizing. The rise of flexible or “gig” employment in the past decade and movement away from internal labor market job structures and the assumption of long-term, single-firm employment invites broader inquiry into the framework of labor regulation, including collective bargaining law, employer-sponsored benefits, and the social safety net. The seminar examines these changes as well as their broader implications. Second, the seminar considers how the labor law has accommodated the changing dynamics of employment contracting over time as they have differentially impacted women and minorities’ experience at work and access to economic opportunities. Finally, the seminar explores the role of law in income inequality more broadly. This section studies the impact of labor regulation on income inequality as well as other elements of our regulatory regime. The seminar will meet weekly, with readings to be assigned. Students will be required to write brief response pieces to four of the weekly readings, and to prepare a research paper on a topic to be selected in consultation with the instructor.  
Spring - Hafiz, Hiba

**Workshop: Constitutional Law**

LAWS 63612 - 01 (1, 1, 1)

This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. Enrollment may be limited. This workshop may be taken for fulfillment of the Substantial Research Paper graduation requirement. Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers. As an alternative to writing a long paper, you may write two or more extended reaction papers (i.e., 10-12 pages) to the papers presented in the workshop. You have to get our approval in advance for this option. We encourage it if you find that you have a lot to say about some of the workshop papers. If you wish to receive Writing Project %% credit for this option, you must submit a draft of each of the two long response papers to us and satisfactorily incorporate our suggestions.

Autumn, Winter, Spring - Huq, Aziz; Driver, Justin

**Workshop: Judicial Behavior**

LAWS 63812 - 01 (1, 1, 1)

The Workshop on Judicial Behavior provides students with a unique opportunity to read and analyze cutting-edge scholarship that focuses on how judges reach their decisions. In a case law system such as that of the United States, a realistic understanding of judicial behavior, which conventional legal instruction does not convey, is essential to the understanding and practice of law. Over the course of the academic year, six scholars from the fields of law and the social sciences will

present their work. The Workshop is limited to twenty law students; interested students should contact Prof. Landes (w-landes@uchicago.edu) by the start of Autumn quarter 2017. It will meet seven times over the course of the academic year.

Autumn, Winter, Spring - Epstein, Lee; Landes, William; Posner, Richard; Easterbrook, Frank; Hutchinson, Dennis

### **Workshop: Law and Economics**

LAWS 66012 - 01 (1, 1, 1)

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 faculty. In addition to workshop sessions, which occur approximately every other week, there will be discussion sessions, which will serve as opportunities for students to engage in in-depth, informal discussion of topics in law and economics with the instructor. This workshop does not require a research paper, but students interested in academic writing in law and economics are encouraged to use this workshop to develop their ideas. Grading is based on the completion of a series of reaction papers. Students enrolled in the workshop receive three credits; one in Autumn, one in Winter, and one in Spring.

Autumn, Winter, Spring - Ben-Shahar, Omri; Hubbard, William

### **Workshop: Law and Philosophy**

LAWS 61512 - 01 (1, 1, 1)

The theme for 2017-18 is "Animal Rights and Environmental Ethics." About half of the sessions will discuss philosophical and legal issues related to animal rights, and the other half will discuss issues of environmental ethics, focusing on the ethics of climate change. This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. Students must enroll for all three quarters to receive credit. Students are admitted by permission of the two instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e mail

by September 20. Usual participants include graduate students in philosophy, political science, and divinity, and law students.  
Autumn, Winter, Spring - Nussbaum, Martha

**Workshop: Legal Scholarship**

LAWS 68711 - 01 (3, 1, 2)

This workshop may be taken for a full year as a course (every other week in W and S) or only in the fall quarter as a seminar. It is open to all students, including JSDs and LL.Ms. Students registered for the full year are required to either write a paper of publishable quality or revise a previously written paper for publication. The goal is to prepare students for the academic job market or continuing with SJD studies. Special attention is paid to topic selection, how to approach working on an original (not synthetic) project, and presentation skills. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The goal is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. There will be meetings on average every other week during Winter and Spring Quarters. The fall quarter only option is designed for several audiences: (1) students who want to decide if an academic career is for them; (2) students who wish to improve their skills as a public speaker; (3) students who want to improve their skills of critique while reading papers from a wide variety of subject areas; (4) and students who simply enjoy arguing about the law. Each week a young scholar present works-in progress and students play the role of the faculty in a faculty workshop. The class and the professor then provide feedback and suggestions to the presenter on aspects of both presentation style and the substance of the paper. The FALL ONLY version is graded on the basis of short reactions papers and class participation. The full year version may fulfill the WP or the SRP. Graduate students may register. College students will require instructor permission. Credits for this Workshop: Autumn quarter: 3 Winter quarter: 1 Spring quarter 2  
Autumn, Winter, Spring - Bernstein, Lisa

**Workshop: Public Law and Legal Theory**

LAWS 63402 - 01 (1, 0 TO 1, 0 TO 1)

Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit applied to the spring quarter. The credit may be reallocated. Students are required to read the papers,



attend the workshop, ask questions, and to post questions to the online discussion board.

Autumn, Winter, Spring - Masur, Jonathan; Helmholz, Richard; Chilton, Adam; Hemel, Daniel; Lakier, Genevieve

### **Workshop: Regulation of Family, Sex, and Gender**

LAWS 63312 - 01 (1, 1)

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse.

Winter, Spring - Case, Mary Anne

### **World Bank Practicum**

LAWS 53376 - 01 (3)

This practicum involves preparing memoranda on various issues for the Legal Department of the World Bank under the supervision of Professor Ginsburg. Students work in small teams to analyze an array of policy and legal issues. Past topics have ranged from an analysis of sovereign wealth, to lending in post-conflict zones, to a study of remedies. The course is limited to a small number of students each quarter.

Autumn, Winter, Spring - Thomas Ginsburg

### **Writing and Research in the U.S. Legal System**

LAWS 53266 - 01, 02 (3)

In this seminar, international LLM students learn research and writing skills essential to the practice of U.S. law. Students learn how to use these skills to win arguments, persuade clients and sharpen their own thinking. We discuss and practice the major principles of legal writing in plain English - no jargon, no legalese. The class functions largely as a workshop where we apply multiple research techniques and analyze the impact of various writing styles. Students meet individually with the instructor throughout the course. Regular class attendance is mandatory. Students must complete all assignments before the take-home examination, which determines the student's grade. This class is open only to LLM students and satisfies the legal research and writing prerequisite for the New York Bar exam.

Autumn, Winter - Duquette, Elizabeth; Schilt, Margaret

### **Writing for the Judiciary**

LAWS 53391 - 01 (3)

This seminar is designed to closely replicate the actual responsibilities of a law clerk to a United States Supreme Court Justice. The first class will take the form of

an interview. Prospective clerks will face a range of questions designed to test their approach to statutory and constitutional interpretation while gauging their familiarity with pending, recent, and seminal cases. (You will all be hired!) In subsequent classes, clerks will: (1) circulate and review cert-pool memos for actual, pending petitions for writs of certiorari. These memos help the full Court determine which cases to hear on the merits; (2) review merits briefs and write a bench memo to assist your Justice at oral argument and at Conference (where the Justices meet to resolve argued matters); (3) draft a judicial opinion assigned to your Justice (which may well entail a judgment or legal reasoning the clerk does not agree with); and (4) lead class discussion and debate for the cert-pool and merits cases for which the clerk took primary responsibility. Over the course of the seminar, each clerk will write three cert-pool memos, one bench memo, and one opinion. The seminar is aimed at students who have or seek a state or federal clerkship and those with a possible interest in clerking for a U.S. Supreme Court Justice. A firm background in constitutional law is strongly recommended, and your open-minded Justice seeks applicants with a wide array of political and jurisprudential perspectives. Grades will be based on a combination of draft opinions, class participation, cert-pool memos, and bench memos. Students may only enroll with the permission of the instructor.  
Spring - Keller, Ashley

### **Young Center Immigrant Child Advocacy Clinic**

LAWS 90211 - 01 (1 TO 3, 1 TO 3, 1 TO 3)

The Young Center for Immigrant Children's Rights gives students the unique opportunity to work one-on-one with unaccompanied immigrant children who come to the United States without a parent or legal guardian to flee violence, abuse, and/or poverty. Students in the clinic draw upon international human rights law, immigration law, and children's rights, and child welfare law to support their advocacy. Unaccompanied immigrant children come to the U.S. from all corners of the world, on their own. They are apprehended, typically at the U.S./Mexico border, then detained and placed in deportation proceedings. Students serve the most vulnerable of these children, advocating for the best interests of each child on issues relating to care, custody, release, legal relief, and safe repatriation. Because there is no federal law that affords special protections to immigrant children, students enlist state child welfare laws and international human rights instruments to support their advocacy. The Clinic also offers opportunities in legislative and policy advocacy aimed at reforming the immigration system to better protect the rights of children. Each student is trained to serve as federally-appointed Child Advocate (similar to a guardian ad litem role) for unaccompanied immigrant children detained in the Chicagoland area. Students meet weekly with the child, and advocate on behalf of the child with federal officials, including ICE officials, immigration judges, and asylum officers. The Clinic admits both 2Ls and 3Ls. We strongly encourage enrollment in the Fall Quarter, and recommend taking this

course for at least two quarters. We do not require students to speak a language other than English, but we encourage students who speak Spanish, French, Mandarin, Romanian, or American Sign Language to apply. Students who enroll in the clinic must: 1. Participate in a 2-day training in October 2017; and 2. Participate in weekly class meetings throughout the course. Please contact the clinicians below if you have any questions, or would like to request an accommodation: Jajah Wu at [xjwu@theyoungcenter.org](mailto:xjwu@theyoungcenter.org), Kelly Kribs at [kkribs@theyoungcenter.org](mailto:kkribs@theyoungcenter.org), Marcy Phillips at [mphillips@theyoungcenter.org](mailto:mphillips@theyoungcenter.org), or Maria Woltjen at [mwoltjen@theyoungcenter.org](mailto:mwoltjen@theyoungcenter.org). For more information, visit [www.theYoungCenter.org](http://www.theYoungCenter.org)  
Autumn, Winter, Spring - Wu, Jajah; Woltjen, Maria; Phillips, Marcy; Albinak, Kelly



# FACILITIES

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## THE LAW SCHOOL

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

The Quadrangle surrounds an outdoor plaza and a recently redesigned garden—now part of the University’s Botanic Garden Initiative—and the Levin Reflecting Pool. It includes the Daniel R. Fischel and Sylvia M. Neil Pavilion containing the Weymouth Kirkland Courtroom and Glen A. Lloyd Auditorium, the Kane Center for Clinical Legal Education, a two-level classroom building, the Benjamin Z. Gould Administration Building, and the D’Angelo Law Library.

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

## THE D’ANGELO LAW LIBRARY

The D’Angelo Law Library provides comprehensive access to legal scholarship and information through one of the finest print and digital collections in the country. The Library occupies five floors in the central tower of the Laird Bell Quadrangle. Its unique design—book collections and student study space surrounded by faculty offices—is a physical expression of the Law School’s community of scholarship, teaching and learning. The print library, numbering nearly 700,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, current and historical sources of law and commentary, and casebooks and study aids in support of the Law School curriculum. Law students, staff and faculty also have access to the 11 million print and online volumes of the University of Chicago Libraries.

The Library’s digital collections contain nearly 700 databases in a variety of disciplines and access to all of the major legal databases, including LexisNexis,

Westlaw, Bloomberg Law, Hein Online, Bloomberg BNA, and Wolters Kluwer Cheetah, among others. Wireless network availability throughout the building and login access from off campus provide unlimited access to all Library databases. D'Angelo librarians connect faculty, students, and staff of the Law School with the Library's resources through in-person consultations and via the D'Angelo Law Library's webpage, at [www.lib.uchicago.edu/law/](http://www.lib.uchicago.edu/law/). D'Angelo staff work closely with patrons to locate materials throughout the University of Chicago Library system, online, and around the world. D'Angelo librarians are also legal research instructors, through the Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for legal practice.



# STUDENT SERVICES

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## STUDENT LIFE

### STUDENT ACTIVITIES AND ORGANIZATIONS

More than seventy student organizations serve a variety of student interests at the Law School, including organizations devoted to scholarship and legal practice (e.g., the three student-edited law journals, the Hinton Moot Court, and the student clinic board); organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property Law Society); identity groups (e.g., Black Law Students Association, Christian Law Students); community outreach (e.g., Neighbors, Public Interest Law Society); and social activities (e.g., Law School Musical, Wine Mess).

**The University of Chicago Law Review**, founded in 1933, is one of the country's preeminent legal journals. Managed and edited by students, *The Law Review* publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. *The Law Review* emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 20 percent of the students in each first-year class have been invited to join *The Law Review*. Students also may join the staff during their second or third years by completing a publishable comment through the Topic Access program.

**The University of Chicago Legal Forum** is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include *The Civil Rights Act at 50 Years*, *Frontiers of Consumer Protection*; *Combatting Corruption*; *Governance and Power*; and *Policing the Police*. Each fall the *Legal Forum* hosts a symposium at which the authors of the articles present their work.

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

**The Hinton Moot Court Competition**, founded in 1954 and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to all second- and third-year students (except those third-year students who made it to the semi-finals during the previous year). The competition provides students the opportunity to

develop skills in brief writing and appellate advocacy. The focus of the preliminary autumn round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Law School alumni. Ten to twelve students advance to the semifinal round, where they brief and argue another case. A panel of faculty judges presides over the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on a new case and appear before a panel of distinguished federal judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup recipients. Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

Students writing comments for any of the three student-edited journals or completing briefs as semi-finalists in the Hinton Moot Court competition may receive up to three credits. Credits earned through participation on one of the Law School's student-edited journal or as part of the Hinton Moot Court competition count towards the 40 credits with core faculty graduation requirement. See the Student Handbook for more details.

**The Law Students Association** is the student government organization and is comprised of five elected representatives from each class, one elected LL.M. representative and one elected 2L transfer representative. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to the Law School administration.

LSA supports a variety of student groups, including (but not limited to):

- the American Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;
- the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- Amicus, a group that provides networking and social opportunities for law students' spouses, significant others, and children;
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;

- the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers holds networking events, organizes field trips, provides career services programs, and engages in volunteer community service;
- the Dallin H. Oaks Society for student members of the Church of Jesus Christ of Latter Day Saints;
- the Environmental Law Society, to discuss the legal aspects of environmental issues;
- the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;
- the Intellectual Property Law Society, to promote student understanding of intellectual property;
- the International Human Rights Law Society, dedicated to learning about and practicing international human rights law;
- the International Law Society, an organization for students interested in the many facets of public and private international law;
- the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
- the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
- the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state, and local level;
- the Law School Musical, an annual student musical with faculty guest appearances;
- the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
- the Muslim Law Students Association, committed to the social, cultural, religious, and intellectual needs of Muslim students;
- Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;
- OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
- the Public Interest Law Society, for students interested in public service issues;
- Spring Break of Service, an organization of students who provide pro bono legal services in areas of need during Spring Break;
- the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School;
- the St. Thomas More Society, a group that provides spiritual support for Catholic students;



Wine Mess, which organizes the weekly cocktail party for faculty and students; and the Women's Mentoring Program, a program that pairs local alumnae with current women students.

## ATHLETICS

Graduate students at the University have a wide range of opportunities each year to participate in intramural activities, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a UChicago card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. The University hosts hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee. The University's Phoenix Cup is awarded annually to the graduate program earning the most points in sanctioned University Intramural Activities throughout the academic year (by way of participation and place), and the Law School was the University's Phoenix Cup Champion for the 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 academic years.

## RELIGIOUS LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming open to all. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.

Rockefeller Memorial Chapel is the center of religious activity for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

Community service projects encourage students to give concrete expression to their convictions. Interreligious dialogue enables participants to learn more about their own traditions by encountering others.

The independent religious organizations on campus offer innumerable opportunities for worship and fellowship within their own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the substantive issues that confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

The Spiritual Life Office ([spirit.uchicago.edu](http://spirit.uchicago.edu)), a virtual office of Rockefeller Memorial Chapel, serves as the liaison to the University for each religious organization. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. Dr. Elizabeth J.L. Davenport, Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Descriptions of many of the religious organizations are available at [spirit.uchicago.edu/about/group.shtml](http://spirit.uchicago.edu/about/group.shtml).

## CAREER SERVICES

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

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers on-campus interview programs, with approximately 450 employers in the fall program, followed by a smaller winter program. The office also co-sponsors or participates in numerous off-campus recruitment programs, conducts outreach to employers, and manages information about non-traditional opportunities for students and graduates. More than 1,000 term-time, summer, and permanent jobs are posted annually through our web-based job postings service. In addition to these job search services, the Office of Career Services coordinates the judicial clerkship application process and provides a database of judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs.

Our Career Resource Center contains a variety of materials to facilitate student self-assessment and to design individual job searches. These materials include books, newspapers, periodicals, proprietary survey information, and online materials. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

100 percent of the Class of 2016 found employment within the tracking period: 67 percent entered private practice, 19 percent obtained judicial clerkships, 1.4 percent entered business, and more than 12 percent obtained positions in public service and government. During the summer of 2016, 99 percent of the Class of 2017 were employed and two were engaged in Ph.D. coursework. The majority of these

opportunities were in the private sector and approximately 8 percent of these positions were with government agencies and public interest organizations. 99.5 percent of the Class of 2018 obtained employment in the summer of 2016 and one was engaged in Ph.D. coursework. 38.5 percent of this class worked for government agencies or public interest organizations, approximately 22 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 24 percent of this class worked in the private sector at a law firm or business, and almost 15 percent accepted judicial internships.

Each year, approximately 50 to 80 students and alumni accept judicial clerkships.

### PUBLIC INTEREST CAREERS

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

The Office of Career Services is designed to assist students interested in public interest careers by providing a variety of career-related services including individual career counseling as well as informational and skill development programs. The Law School also supports a variety of public interest career-related programs developed by student-run groups including the Chicago Law Foundation and the Public Interest Law Society. In addition, the resource center in the Office of Career Services houses a combination of hard copy and electronic materials to assist students and graduates who are pursuing public interest opportunities. Public interest-minded students also benefit from a public interest speakers series, faculty and public interest mentoring programs, the Public Interest Alumni Network, and an online index of public interest curricular offerings. The Office of Career Services is a member institution of PSJD which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also maintains a public interest list-serve for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.

Each year the Office of Career Services participates in several programs designed to connect students with prospective public interest employers including the Equal Justice Works Career Fair and Conference, the Chicago Area Law School Consortium Public Interest Organization Reception, and the Midwest Public Interest Law Career Conference. In addition, some public interest employers participate in on-campus interviewing at the Law School. Additional public interest employers who cannot visit our campus request that resumes be forwarded from

first-, second-, and third-year students interested in summer or permanent positions. Many of the term-time, summer, and permanent jobs that are posted annually through our web-based job postings service come from public interest employers.

The Law School awards public service scholarships for entering students and public interest fellowships to graduating students, which allows them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public interest summer jobs for first-year and second-year students and administers a generous loan repayment assistance program for graduates engaged in public service. Through the Law School's Pro Bono Service Initiative, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The Law School also fosters public service opportunities for students through the activities of its clinical program: the Abrams Environmental Law Clinic, the Civil Rights and Police Accountability Clinic, the Criminal and Juvenile Justice Clinic, the Employment Law Clinic, the Exoneration Project Clinic, the Federal Criminal Justice Clinic, the Housing Initiative Clinic, the Institute for Justice Clinic on Entrepreneurship, the International Human Rights Clinic, the Jenner & Block Supreme Court & Appellate Advocacy Clinic, the Mental Health Advocacy Clinic, the Poverty and Housing Law Clinic, the Prosecution and Defense Clinic, the Young Center Immigrant Child Advocacy Clinic, and the Jenner & Block Supreme Court and Appellate Clinic.

## ACADEMIC CAREERS

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

## COMPUTING SERVICES

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

The Law School maintains and staffs one student computer lab, located on the third floor of the Library. The computers in the lab contain a full complement of software for students needing to do word processing, print, access email, and access the Internet, including legal research through Lexis/Nexis and Westlaw.

In addition to the lab, the 4th, 5th, and 6th floors of the Law Library each contain a public terminal similar to those in the computer lab and printers for student jobs.

Most study areas in the Library are wired for connection to the campus network. Wireless network access is also available, except in the classrooms. Any student with a properly configured computer is able to access the Library on-line catalog, email, the Internet, campus network databases, Lexis/Nexis, and Westlaw without having to use the student computer lab.

Additionally, the University makes a number of different software packages available to students free of charge under a campus licensing agreement. Students can take advantage of free or low-cost access to Microsoft products, including operating systems and Office, and Symantec anti-virus software.

## HOUSING AND DINING

The University owns and operates numerous apartments in multiple buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver, or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath. Most units are within easy walking distance of the campus or near the route of the Campus Bus Service. In addition, Hyde Park has a number of rental apartments ranging from one to eight rooms in size, both in walkup and elevator buildings. Most law students prefer to live in or near University housing during their first year.

All inquiries concerning University owned and operated apartments should be addressed to Residential Properties ([rp.uchicago.edu](http://rp.uchicago.edu)).

## INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates graduate residents—many from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds; provides facilities that can benefit social and cultural development of its residents; and serves as a center of cultural exchange between

international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents in the House's cafeteria, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities. More information is available at [ihouse.uchicago.edu](http://ihouse.uchicago.edu).

## MEAL SERVICE

There are a number of places for students to dine on or near campus. See [dining.uchicago.edu](http://dining.uchicago.edu). Arrangements can be made by law students to purchase Maroon Dollars through the University that can be used in the Arley D. Cathey Dining Commons next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through UChicago Dining, 773.702.1600, or at <https://dining.uchicago.edu/page/meal-plans>.

## CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. During the academic year, the Family Resource Center provides activities for the families of graduate and professional students, as well as referrals for various child care services. More information on the FRC is available at [grad.uchicago.edu/life\\_community/student\\_parents/family\\_resource\\_center](http://grad.uchicago.edu/life_community/student_parents/family_resource_center).

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

For further information on nursery, elementary, and secondary schools, contact the Family Resource Center at 773.795.5437.

## UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

### HEALTH INSURANCE REQUIREMENTS

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. Additionally, if the student resides in Chicago during the academic year, the insurance must cover medical care provided in the Chicago area for both emergency and non-emergency medical situations. In keeping with this requirement, each year all insurance eligible students are automatically enrolled in the University Student Health Insurance Plan (U-SHIP). Students may add dependents before the enrollment/waiver deadline. Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the

deadline will remain enrolled in the U-SHIP plan and are responsible for the annual premium. Detailed information about the U-SHIP plan, can be found at <https://wellness.uchicago.edu/page/u-ship-information>.

## IMMUNIZATION REQUIREMENTS

Under Illinois law, generally all new students are required to present proof of immunity from German measles, measles, mumps, and tetanus/diphtheria. The Student Health Service notifies all new students of the requirement and provides instructions for compliance. After the third Friday of the first quarter of enrollment, those students who are not yet compliant will have their subsequent registrations restricted and will not have their restriction lifted until they have become compliant with the immunization requirement. The Law School cannot provide an exemption to this Illinois state requirement, nor is the Law School able to assist in obtaining an appointment to receive needed immunizations. Student are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc. Students may contact the Student Health Service at 773.702.4156 or visit <https://wellness.uchicago.edu/page/immunizations-required-enrollment>.

## UNIVERSITY POLICIES

The Law School and its students are obliged to abide by the policies set forth by the University. These policies appear in the Student Manual of University Policies, available online at [studentmanual.uchicago.edu](http://studentmanual.uchicago.edu). Topics covered include:

- Civil Behavior in a University Setting
- Nondiscrimination Statement
- Policy on Harassment, Discrimination, and Sexual Misconduct
- Hazing Policy
- Campus Violence Prevention Policy and Behavioral Intervention Team
- Disability Accommodations
- Graduate Student Parent Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Inventions and Discoveries
- Safety and Appropriate Use of Facilities



## FINANCIAL INFORMATION

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### FEES

**Application Fee.** An application fee of \$85 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 2017–2018 is \$61,626 for students for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

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

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

### EXPENSES

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about \$29,856 in expenses for the academic year.

### FINANCIAL AID FOR J.D. CANDIDATES

Approximately 85 percent of the students at the Law School receive some financial aid, either in the form of scholarships or loans. Since, for the majority of students, scholarship funds are insufficient to cover all needs, most assistance involves a combination of scholarships and loans. Decisions as to the amount of financial aid awarded to entering students are based on considerations of need and merit. In determining financial need, a student's resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted.

Applicants requesting loan assistance should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for need-based scholarship funds from the Law School must also submit a need application.



## SCHOLARSHIPS

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

## LOANS

Many students at the Law School use some combination of government and private loans to finance their educations. Qualified students have the option of borrowing from these loan programs up to the full amount of the student budget. The government loans include Federal Direct Unsubsidized Loans and Federal Direct PLUS Loans. A complete description of the current terms of these loan programs and the application steps are available online at [sla.uchicago.edu](http://sla.uchicago.edu).

## LL.M. STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$88,758 with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

## J.S.D. STUDENTS

All students in the J.S.D. Program receive Law School scholarship funds to cover their full tuition charges and a fellowship of \$15,000 for living expenses during their two years of required residence.



# INFORMATION FOR APPLICANTS TO THE JD PROGRAM

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## PREPARATION FOR THE STUDY OF LAW

Each entering class includes a diverse range of undergraduate majors and we generally do not prefer certain majors over others, but we do value a well-rounded education that has exposed applicants to the humanities and sciences, with a particular emphasis on writing and reasoning skills, as well as foreign languages. For more information, please consult the LSAC Official Guide to ABA-Approved Law Schools (“the Official Guide”), prepared by the Law School Admission Council (LSAC). The Official Guide can be accessed on LSAC’s website ([www.lsac.org](http://www.lsac.org)) and includes information about most U.S. law schools. Applicants can also access the Standard 509 disclosure data and employment data collected by the American Bar Association for each U.S. law school on the ABA’s website ([www.americanbar.org](http://www.americanbar.org)).

## APPLICATION PROCEDURE AND ADMISSIONS POLICY

Admission to the Law School is based on a careful review of each application by one or more members of the Admissions Committee. While we do have a very strong applicant pool numerically, the non-numerical factors in an application are also extremely important. Our admitted students have a wide range of GPAs and LSAT scores.

**Completing the Application.** Applicants must submit their applications electronically through the LSAC Electronic Application, available at [www.lsac.org](http://www.lsac.org). The application fee is \$85 which must be paid electronically by credit card when applicants submit their application through LSAC. Applications can be submitted starting August 15.

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

- **Chicago Law Scholars.** The Chicago Law Scholars Program is an early admission program for current undergraduate students and alumni of the University of Chicago undergraduate college. Applicants who wish to apply for the Chicago Law Scholars Program must submit their applications and all supporting materials by December 1. Applicants being considered for the Chicago Law Scholars Program will be notified of the Admissions Committee’s decision by the end of December. Admission under the Chicago Law Scholars Program is binding and applicants must commit to matriculating at the Law

School if admitted and withdraw all applications at other law schools. Successful applicants receive a scholarship of at least \$150,000 as part of their financial aid package. Some Chicago Law Scholars Program applicants who are not admitted to the Chicago Law Scholars Program may be reevaluated during the Regular Decision cycle.

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1, and will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision must submit their applications by March 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after March 1 will be considered on a space-available basis. We consider applications in the order that they are completed.

**The LSAT.** Unless a waiver is otherwise approved by the Admissions Committee, applicants must take the Law School Admission Test (LSAT) and submit all current LSAT scores before their applications will be considered. An LSAT score is deemed current if it has been earned within five years of the date that the application is submitted to the Law School. The LSAT is administered four times a year in many locations throughout the world. Early Decision applicants and applicants to the Chicago Law Scholars Program must take the LSAT no later than the late September/early October administration. For information about the LSAT, contact LSAC at 215.968.1001 or [www.lsac.org](http://www.lsac.org).

**Letters of Recommendation.** We require two letters of recommendation, but will accept up to four. We prefer that at least one recommendation be academic, but we realize that academic recommendations can be difficult to procure for applicants who have been out of school for several years. We require applicants to submit their letters through the LSAC Credential Assembly Service Letter of Recommendation Service.

**Personal Statement and Résumé.** Applicants must submit a personal statement and résumé in accordance with the guidelines set forth in the application instructions.

**The Credential Assembly Service.** All applicants are required to register with LSAC's Credential Assembly Service ("CAS") for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at 215.968.1001 or [www.lsac.org](http://www.lsac.org). For more

information and guidance on the required application materials, please visit [www.law.uchicago.edu/prospectives/jdapply](http://www.law.uchicago.edu/prospectives/jdapply).

**Financial Aid.** The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants admitted to the Law School who wish to have financial need factored into their evaluation for scholarship aid must complete a need application. Please visit [www.law.uchicago.edu/prospective/financialaid](http://www.law.uchicago.edu/prospective/financialaid) for additional information and applicable deadlines.

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

**Visits.** We encourage all prospective applicants to visit the Law School. In the fall, we conduct information sessions for prospective applicants and have student-led tours throughout the academic year on Mondays and Fridays; please check our website ([www.law.uchicago.edu/prospectives/visit](http://www.law.uchicago.edu/prospectives/visit)) for more details on how to plan your visit to the Law School.

**Applicants with Disabilities.** Applicants with disabilities in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773.702.9484 or by emailing [admissions@law.uchicago.edu](mailto:admissions@law.uchicago.edu) with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

## TRANSFER APPLICATIONS

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



# STUDENT BODY

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## INFORMATION ABOUT THE STUDENT BODY, 2016-2017

### DEGREES CONFERRED BETWEEN SUMMER 2016 to SPRING 2017

#### FOR THE DEGREE OF MASTER OF LAWS

Wouter Willem Adriaens	Andrew Dantago Foaad Konstant
Pieter Alliet	Luis Antonio La Rosa Airaldi
Isabel Arantes Diniz Junqueira	James Michael Chi-Yin Leung
Xiao Bai	Martin Lodéon
Beatriz Sampaio Barros	Samar Masood
Ingo Matthias Berner	María Mondeja Yudina
Lydia Bitsakou	Guilherme El Hadi Franco Morgulis
Felipe Borges Lacerda Loiola	Amrita Mukherjee
Pedro W. Buchanan	Olga Nartova
Karina Cancellaro Azevedo	Gustavo Rene Nicolau
Fernando Castillo Villalpando	Takashi Ono
Deep Choudhuri	Yali Peng
Omar Colomé Menéndez	Natalia Lucía Pichon Hernández
Pedro Cordelli Alves	Juan Manuel Poggio Aguerre
Laurent Cousinou	Piyush Prasad
Rodrigo De Almeida Manso Vieira	Bruna Eduarda Rey
Audrey Deborah Durand	Humberto Enrique Romero Carrillo
Hugo Samuel William Farmer	Joao Gustavo Gomes Santiago
Elliott Fosséprez	Ziv Schwartz
Shahar Gonen	Shubhangi
Arturo Ernesto Griffin Valdivieso	Bakhtawar Bilal Soofi
İlayda Güneş	Hiroaki Sugiyama
Bilei He	Hongru Sun
Shoichi Hikami	Kamolnich Swasdiphanich
Hao-Ling Hung	Miao Tang
Marcel Jakob	Sachiko Taniguchi
Vitor Luis Pereira Jorge	Odysseas Theofanis
Thiago Braga Junqueira	Santiago Tinoco Martinez
Theresa Thomas Kalathil	Luis Marcio Torales Oviedo
Naoko Kawabata	Laura Simone Tscherrig
Christian Kolb	Dušan Valent

Nills Van Den Broecke  
Joost Jama Van Rossum  
Gilda Velázquez Mason  
Alberto Mario Vergara Puccini  
Renato Villaça Di Dio  
Chung-Wei Wang

Julius Shi-Rong Yam  
Jincheng Yang  
Kun Yang  
Junqi Zhang  
Xiaoyu Zhang

FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Kyla Bourne

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Zhuang Liu

Vera Shikhelman

FOR THE DEGREE OF DOCTOR OF LAW

Adeola O. Adeyosoye  
Michael P. Alcan\*  
Hayley L. Altabef  
Gabriela Eva Alvarez  
Omar N. Ammash  
Lance L. Arberry  
Shantel Haruko Asada  
Mitchell T. Athey  
Justin Anthony Avellar  
Nina Bakhtina\*  
Amy N. Barber  
Russell E. Barnwell  
Kaitlin Danielle Beck  
Christina Claire Bell  
William G. Blakely  
Claire Celeste Bonelli  
Timothy Scott Breems, Jr.  
Michael B. Brightman\*\*†‡  
Nicole M. Briody\*  
Lauren Anne Capobianco

Nicholas Alexander Cast\*  
Amy S. Chen  
Huiyi Chen\*  
Shannon Cheng  
Theo M. Chenier III  
Young-Min Cho  
Elizabeth K. Clarke\*\*†‡  
Ian L. Cohen  
Thomas H. Collier\*  
Philip M. Cooper\*\*†‡  
Dylan Thomas Cowart  
Robert Joseph Crawford II  
Peter J. Dalmasy-Kunhardt  
Adam Amani Davidson\*  
William Bernard Decker III  
Richard Roberto Deulofeut-Manzur\*  
Carmel Inez Dooling\*  
Noah B. Driggs§  
Joshua W. Eastby  
Charles C. Eaton II

Aria Darice Eckersley	Thomas R. Howland*†‡
Joseph Abraham Egozi	Jason L. Hufendick
Philip Pomerantz Ehrlich**†‡	Sae Jun Hwang
Luke Charles Elder*	Vito A. Iaia
Sky A. Emison	Vera M. Iwankiw*
Nathan Ezra Enfield	Vishal Iyer
Zachary J. Esposito*	Mary E. Jardine
Max Leo Fin*	Shiva Jayaraman*
Katherine B. Fishbein	Sten Jernudd*
Samuel Pete Fleuter*	Jasmine Corinne Johnson
Craig Alexander Fligor**†‡	Stewart Reeves Jordan*
Jordan Michael Fossee	Anna Michaela Kabat*
Kali Hypatia Frampton	William Kalas
Cole R. Francis	Julia Kerr
Lisa D. Frasco*	Elizabeth Ashley Kiernan*
Jason R. Freeck*	James A. Kilcup
Conor Scott Gilligan	Charlene H. Kim*
Jeongu Gim	Stephen Brooks King
Annie Marie Gowen**†‡	Matthew A. Klomparens§
Kristoffer Agner Gredsted	Shelby L. Klose*§
Maury Jacob Greenberg	Mark A. Kunzman*
Andrew Scott Gregory	Matthew E. Ladew*
Jacob Aaron Grossman*	Curie Lee
David Erik Grothouse§	Seo-Young Lee
Jennifer I. Gullotti	William Scott Leonard
Lindsay Gus	Zachary David Levine
Julia L. Haines**†‡	Eric Benjamin Lewin*
Devra Tamar Hake*	Allen Shaonuo Li
Ryan Isaac Halimi	Jingjing Lin
Jonathan Patrick Hawley*	Nicholas Grant Linke*§
Peter Jonathan Hegel	Hannah Min Yi Loo
Scott Harriman Henney	Taylor Christian Lopez
Marc Justin Hershberg	Nathaniel R. Ludewig*
Emily Beth Hoffman	Andrew Reid MacKie-Mason****†‡
Natalie Rose Holden	Trevor Sean Mann-O'Halloran
Kelly C. Holt***†‡	Gregory E. Marchesini*
Drew Michael Horwood*	Samantha Elizabeth Marcy
Corbin D. Houston	Lee M. Mason**†‡

Patrick J. Maxwell  
Amanda J. Mayo\*\*†‡  
Megan Leigh McCreadie\*\*\*†‡  
Katherine J. Miller  
Jason Peter Mongillo  
Benjamin R. Montague\*\*†‡  
Mica L. Moore\*  
Sharon K. Moraes  
Adam Motiwala  
Ellen Sueko Murphy\*  
Holly Elizabeth Newell\*\*†‡  
Amanda Ng§  
Neha Nigam  
Aisha Mehvish Noor  
Margaret C. O'Connor  
James Nicola Oliveto III  
Josephine Eghogho Temitope Oshiafi  
Steven Andrew Page\*§  
Beth Erin Palmer  
Kyle Kwame Panton  
Albert M. Parisi-Esteves§  
Grace E. Park  
Andrew D. Parker§  
Kashan Khan Pathan  
Alexander Michael Pechette\*§  
Alexa K. Pérez  
Jared A. Petermeyer  
Stacey Elizabeth Petrek  
Joshua Michael Phillips  
Joshua Bennett Pickar\*†‡  
Fara M. Pizzo  
Maya Elyse Powe  
Zeshawn Qadir  
Sudhir Venuturupalli Rao\*†‡  
Richard W. Redmond\*  
Alejandro D. Rettig y Martinez\*  
Lisa Marie Richards  
Ryan J. Rivera  
Alexander K. Robinson  
Elizabeth Diane Roque  
Gabriel Isaac Rossman\*  
Taylor S. Rothman  
Ashley Eleanor Roybal-Reid  
Andrea J. Ruiz  
Daniel J. Ruvolo§  
Matthew L. Saathoff  
Emily Elizabeth Samra\*\*†‡§  
Ryan Jacob Scarcella  
Steven Alexander Scheuer  
Allison Abra Schneider  
Daniel James Scime  
Alexandra Jean Scott  
Antonio Augusto Passos Senra  
Villi A. Shteyn  
Leah Denise Sibbio  
Noorjit Singh Sidhu  
Kirby M. Smith\*\*†‡  
Nicholas William Smith\*  
Woo Seong Son  
Lindsay Sarah Stone  
Miranda Rose Stuart  
Laura Ashley Supple  
Madeline Dover Swan  
Derrick Wayne Sweeney  
Tammy Tabush  
Roy Talmor  
Naiara Florencia Testai  
Ruth Sarah Thomson\*\*†‡  
Christopher Patrick Tosetti  
Michael Trajkovich  
Bridget Maureen Tully\*§  
Margo Uhrman\*\*†‡  
Fabiola Teresa Valenzuela  
José Manuel Valle\*\*†‡  
Taylor Nicole Votek\*  
Lauren Jeanne Walas\*



Hannah R. Waldman  
 Alexandra R. Waleko\*  
 Jacob L. Walley\*  
 Evan D. Walters  
 Kevin X. Wang  
 Amanda Watts  
 Joseph Liam Wenner\*  
 Bradley Joseph West  
 John Marshall Wilson\*  
 Joshua T. Wilson  
 Adam G. Woffinden  
 Regina M. Wood  
 You You Yang  
 Saiprasanna R. Yarramalla  
 Vaishalee Vivek Yeldandi

Mary Seungmin Yoo  
 Zachary Z. Zermay  
 Yu Ji Zhang  
 Tianya Zhong  
 Hangcheng Zhou

\* Honors  
 \*\* High Honors  
 \*\*\* Highest Honors  
 † Order of the Coif  
 ‡ Kirkland & Ellis Scholar  
 § Doctoroff Business Leadership Program

#### SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2016-2017

American University	3	Brigham Young University-	
Amherst College	6	Hawaii	1
Arizona State University	7	Brigham Young University-Idaho	1
Auburn University	1	Brown University	9
Ball State University	1	Bryan College	1
Baruch College-CUNY	1	Bryant University	1
Bates College	1	California Polytechnic State	
Baylor University	1	University	1
Bentley University	1	California State University-Los	
Bethany Lutheran College	1	Angeles	1
Binghamton University	1	Carleton College	4
Birmingham-Southern College	1	Carnegie Mellon University	1
Boston College	3	Case Western Reserve University	3
Boston University	2	Central Michigan University	1
Bowdoin College	1	Centro Universitario Das	
Bradley University	1	Faculdades Metropolitanas	
Brandeis University	3	Unidas	1
Brigham Young University	14	Chapman University	2

Chicago-Kent College of Law	1	Grove City College	1
China University of Political Science and Law	1	Gujarat National Law University	2
Chinese University of Hong Kong	1	Hampshire College	1
Chulalongkorn University	1	Harvard University	11
Claremont McKenna College	1	Haverford College	3
College of William and Mary	1	Hebrew University of Jerusalem	3
College of Wooster	1	Heidelberg University	1
Colorado College	1	Hillsdale College	2
Columbia University	11	Hitotsubashi University	1
Connecticut College	1	Humboldt University-Berlin	2
Cornell University	17	Huntingdon College	1
Creighton University	1	Illinois College	1
Dartmouth College	8	Illinois State University	1
Denison University	1	Illinois Wesleyan University	1
DePaul University	2	Indiana University-Bloomington	3
Drake University	3	Inspere-Instituto de Ensino e Pesquisa	3
Duke University	12	Institute of Technology Law, National Chiao-Tung University	1
East Tennessee State University	1	Instituto Brasileiro de Mercado de Capitais	1
Eastman School of Music	1	Instituto de Ensino e Pesquisa - INSPER	1
Emory University	4	Instituto Tecnológico y de Estudios Superiores de Monterrey, Guadalajara	1
Escola de Direito de São Paulo da Fundação Getúlio Vargas	2	Jackson State University	1
Escuela Libre de Derecho	3	Johns Hopkins University	3
Faculdade de Direito da Universidade de São Paulo	1	Kansas State University	1
Fairmont State University	1	Katholieke Universiteit Leuven	3
FGV Direito São Paulo	1	Keio University	1
Flagler College	1	Kenyon College	2
Florida State University	7	King's College London	1
Franklin University	1	Kobenhavns Universitet	1
Fudan University	1	Koc University	1
Furman University	1	Korea University	2
George Mason University	1		
George Washington University	10		
Georgetown University	6		
Georgia Institute of Technology	1		
Griffith University	1		

Lahore University of Management Sciences	1	Northwestern University	10
Le Moyne College	1	NYU College of Arts & Science	7
Lewis & Clark College	1	NYU Leonard N. Stern School of Business	1
Life Pacific College	1	Oakland University	1
London School of Economics and Political Science	1	Oakwood University	1
Loyola Marymount University	2	Ohio State University	7
Loyola University-Chicago	2	Ohio University	2
Macalester College	1	Oklahoma State University	1
Marquette University	1	Oregon State University	1
Masarykova Univerzita	1	Paris IX Dauphine University	1
Massachusetts Institute of Technology	1	Patrick Henry College	2
McGill University	1	Peking University	8
Miami University	1	Pennsylvania State University	2
Michigan State University	3	Pepperdine University	4
Middle Tennessee State University	1	Pomona College	1
Middlebury College	2	Pontificia Universidad Católica do Rio de Janeiro	1
Milwaukee School of Engineering	1	Pontificia Universidade Católica de Sao Paulo	4
Montana State University	1	Portland State University	1
Moody Bible Institute	1	Princeton University	5
Morehouse College	2	Providence College	1
Moscow State Law Academy	1	Purdue University	2
Nalsar University	1	Queen Mary University of London	1
National Academy of Legal Studies and Research-Hyderabad	1	Queen's University	1
National and Kapodistrian University of Athens School of Law	2	Rhodes College	1
National Chengchi University	1	Rice University	5
National Law University-Jodhpur	2	Rijksuniversiteit Gent	1
National Taipei University	1	Ritsumeikan University	1
National Taiwan University	1	Rutgers University School of Arts & Sciences	2
New Saint Andrews College	1	San Diego State University	1
Northeastern University	1	Sarah Lawrence College	1
Northern Arizona University	1	School of Law, Tsinghua University	1
		Seattle University	2

Shanghai International Studies University	1	Universidad Nacional de Asuncion	1
Sichuan University	1	Universidad Nacional de La Plata	1
SOAS, University of London	2	Universidad Panamericana	1
SooChow University	1	Universidade de São Paulo	4
Sophia University	2	Universidade do Estado do Rio de Janeiro	1
Southern Illinois University	1	Universidade Federal Fluminense	1
Southern Methodist University	3	Universidade Presbiteriana Mackenzie	1
St. Olaf College	1	Universitas Indonesia	1
Stanford University	2	Universität St. Gallen	1
SUNY Geneseo	1	Université de Cergy-Pontoise	1
SUNY Stony Brook	1	Université de Fribourg	1
Swarthmore College	4	Université de Geneve	1
Syracuse University	1	Université Saint-Louis-Bruxelles	1
Tel Aviv University	4	Universites de Geneve et Bale	1
Temple University	1	University of Alabama	2
Texas A&M University	5	University of Arizona	1
Texas Christian University	1	University of Arkansas-Fayetteville	1
Texas Tech University	1	University of Arkansas-Little Rock	1
Thomas Aquinas College	1	University of Auckland	1
Thomas Edison State College	1	University of Bern	1
Towson University	1	University of British Columbia	1
Truman State University	1	University of California-Berkeley	15
Tsinghua University	4	University of California-Irvine	5
Tufts University	3	University of California-Los Angeles	19
Tulane University	3	University of California-San Diego	3
Union College	1	University of California-Santa Barbara	4
United States Naval Academy	1	University of Central Florida	3
Universidad Anáhuac México Norte	1	University of Chicago	34
Universidad Catolica Andres Bello	2	University of Colorado-Boulder	3
Universidad de Buenos Aires	2	University of Denver	1
Universidad de Lima, Peru	1		
Universidad de los Hemisferios	1		
Universidad de Monterrey	1		
Universidad de Salamanca	1		
Universidad del Rosario	1		

University of Florida	11	University of Pavia	1
University of Fribourg, Switzerland	1	University of Pennsylvania	15
University of Georgia	2	University of Pittsburgh	3
University of Haifa	1	University of Puget Sound	1
University of Hamburg	1	University of Rochester	1
University of Hong Kong	2	University of South Carolina	1
University of Illinois-Chicago	2	University of South Florida	1
University of Illinois-Springfield	2	University of Southern California	7
University of Illinois-Urbana- Champaign	16	University of St. Francis	1
University of Iowa	3	University of Texas-Austin	5
University of Kentucky- Lexington	2	University of Texas-Dallas	2
University of La Verne	1	University of the Witwatersrand	1
University of Maryland, College Park	2	University of Tokyo	1
University of Massachusetts- Amherst	1	University of Toronto	2
University of Matanzas	1	University of Utah	1
University of Miami	8	University of Vermont	1
University of Michigan	15	University of Virginia	2
University of Minnesota- Minneapolis	6	University of Washington	4
University of Minnesota- Twin Cities	2	University of West Florida	1
University of Missouri	2	University of Western Ontario	2
University of Montana	1	University of Wisconsin	5
University of Nebraska-Lincoln	4	Univerzita Palackeho v Olomouci	1
University of Nebraska-Omaha	1	Utah State University	1
University of Nevada-Las Vegas	4	Vanderbilt University	4
University of New Mexico	1	Villanova University	1
University of North Carolina-Chapel Hill	1	Virginia Tech	1
University of North Texas	1	Vrije Universiteit Amsterdam	1
University of Notre Dame	9	Waseda Law School	1
University of Oklahoma	1	Washington University	6
University of Oregon	1	Wesleyan University	2
		Westfälische Wilhelms- Universität Münster	1
		Wheaton College	1
		Whitman College	2
		Williams College	3
		Yale University	11
		Yeshiva University	1

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY  
DURING 2016-2017

I. STATES

Alabama	4	New Hampshire	2
Alaska	1	New Jersey	12
Arizona	9	New Mexico	1
Arkansas	1	New York	35
California	96	North Carolina	5
Colorado	8	North Dakota	1
Connecticut	5	Ohio	24
Delaware	1	Oklahoma	3
Florida	39	Oregon	5
Georgia	5	Pennsylvania	15
Hawaii	4	Rhode Island	1
Idaho	3	South Carolina	3
Illinois	97	Tennessee	7
Indiana	10	Texas	29
Iowa	5	Utah	7
Kansas	1	Vermont	1
Kentucky	1	Virginia	8
Louisiana	2	Washington	13
Maine	1	Washington, D.C.	6
Maryland	14	West Virginia	1
Massachusetts	16	Wisconsin	9
Michigan	21		
Minnesota	18		
Missouri	8		
Montana	3		
Nebraska	6		
Nevada	6		

## II. COUNTRIES

Argentina	3	Netherlands	1
Belgium	4	New Zealand	1
Brazil	15	Nigeria	2
Canada	9	Pakistan	3
China	21	Panama	1
Colombia	1	Paraguay	1
Cuba	1	Peru	1
Denmark	1	Russia	1
Ecuador	1	Slovakia	1
France	2	South Africa	1
Germany	2	South Korea	10
Greece	3	Switzerland	4
India	6	Taiwan	3
Indonesia	1	Thailand	1
Israel	7	Turkey	1
Italy	2	Ukraine	1
Japan	5	Venezuela	3
Mexico	7		



## FACULTY PUBLICATIONS 2016-2017

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DANIEL ABEBE

### **Journal Articles & Book Chapters**

"Does International Human Rights Law in African Courts Make a Difference?"  
56 *Virginia Journal of International Law* 527 (2017).

ALBERT ALSCHULER

### **Journal Articles & Book Chapters**

"A Nearly Perfect System for Convicting the Innocent," 79 *Albany Law Review* 919  
(2016).

### **Other Publications**

Brief of Albert W. Alschuler as *Amicus Curiae* in Support of Petitioner, *Class v. United States* (U.S. No. 16-424) (May 19, 2017).

CLIFFORD ANDO

### **Books**

*The Oxford Handbook of Roman Law and Society* (Oxford University Press, 2016)  
(edited with Paul du Plessis & Kaius Tuori).

### **Journal Articles & Book Chapters**

"Cassius Dio on Imperial Legitimacy, from the Antonines to the Severans," in  
*Cassius Dion: nouvelles lectures*, Valérie Fromentin, Estelle Bertrand, Michèle  
Coltelloni-Trannoy, Michel Molin & Gianpaolo Urso, eds. (Ausonius, 2016).

"City, Village, Sacrifice: The Political Economy of Religion in the Early Roman  
Empire," in *Mass and Elite in the Greek and Roman World: From Sparta to Late  
Antiquity*, Richard Evans, ed. (Routledge, 2017).

"Empire and Aftermath," in *Late Antiquity in Contemporary Debate*, Rita Lizzi, ed.  
(Cambridge Scholars Press, 2017).

"Legal Pluralism in Practice," in *The Oxford Handbook of Roman Law and Society*,  
Paul du Plessis, Clifford Ando & Kaius Tuori, eds. (Oxford University Press, 2016).

"Pax Romana: Peace, Pacification and the Ethics of Empire," 1 *C4E Journal  
Perspectives on Ethics* (2017).



"Making Romans: Citizens, Subjects and Subjectivity in Republican Empire," in *Cosmopolitanism and Empire: Universal Rulers, Local Elites, and Cultural Integration in the Ancient Near East and Mediterranean*, Myles Lavan, Richard Payne & John Weisweiler, eds. (Oxford University Press, 2016).

"Review of Jack J. Lennon, *Pollution and Religion in Ancient Rome*," 88 *Gnomon* 275 (2016).

"Review of Roger Woodard, *Myth, Ritual and the Warrior in Roman and Indo-European Antiquity*," 43 *Religious Studies Review* 63 (2017).

"A Word from the Editors," in *The Oxford Handbook of Roman Law and Society*, Paul du Plessis, Clifford Ando & Kaius Tuori, eds. (Oxford University Press, 2016) (with Paul du Plessis & Kaius Tuori).

DOUGLAS G. BAIRD

#### **Journal Articles & Book Chapters**

"Economics of Contract Law," in *The Oxford Handbook of Law and Economics: Volume 2: Private and Commercial Law*, Francesco Parisi, ed. (Oxford University Press, 2017).

"In Memoriam: Abner J. Mikva (1926-2016)," 83 *University of Chicago Law Review* 1723 (2016).

"Priority Matters: Absolute Priority, Relative Priority, and The Costs Of Bankruptcy," 165 *University of Pennsylvania Law Review* 785 (2017).

#### **Other Publications**

"Bankruptcy's Quiet Revolution," *Harvard Law School Bankruptcy Roundtable*, July 19, 2016.

WILLIAM BAUDE

#### **Books**

*The Constitution of the United States* (3rd ed.) (Foundation Press, 2016) (with Michael Stokes Paulsen, Steven Calabresi, Michael W. McConnell & Samuel Bray).

#### **Journal Articles & Book Chapters**

"A Call for Developing a Field of Positive Legal Methodology," 84 *University of Chicago Law Review* 1 (2017) (with Adam S. Chilton & Anup Malani).

"The Law of Interpretation," 130 *Harvard Law Review* 1079 (2017) (with Stephen E. Sachs).

"Making Doctrinal Work More Rigorous: Lessons from Systematic Reviews," 84 *University of Chicago Law Review* 37 (2017) (with Adam S. Chilton & Anup Malani).

"Originalism's Bite," 201 *Green Bag* 103 (2016) (with Stephen E. Sachs).

"Sovereign Immunity and the Constitutional Text," 103 *Virginia Law Review* 1 (2017).

"Standing in the Shadow of Congress," 2016 *Supreme Court Review* 197 (2017).

"Micro-Symposium: Richard Posner's 'What is Obviously Wrong with the Federal Judiciary'," 20 *Green Bag* 81 (2016).

### **Other Publications**

*The Volokh Conspiracy* (regular contributor).

"Beyond the War on Terror," *Balkinization*, May 19, 2017.

"Constitutional Officers: A Very Close Reading," *JOTWELL*, July 28, 2016.

## **OMRI BEN-SHAHAR**

### **Journal Articles & Book Chapters**

"Optimal Defaults in Consumer Markets," 45 *Journal of Legal Studies* S137 (2016) (with Oren Bar-Gill).

"The Paradox of Access Justice, and Its Application to Mandatory Arbitration," 83 *University of Chicago Law Review* 1755 (2016).

"Personalizing Negligence Law," 91 *New York University Law Review* 627 (2016) (with Ariel Porat).

"Searching for the Common Law: The Quantitative Approach of the Restatement of Consumer Contracts," 84 *University of Chicago Law Review* 7 (2017) (with Oren Bar-Gill & Florencia Marotta-Wurgler).

"Simplification of Privacy Disclosures: An Experimental Test," 45 *Journal of Legal Studies* S41 (2016) (with Adam S. Chilton).

### **Other Publications**

*Forbes* (regular contributor).

## **EMILY BUSS**

### **Journal Articles & Book Chapters**

"Developmental Jurisprudence," 88 *Temple Law Review* 741 (2016).

"The Divisive Supreme Court," 2016 *Supreme Court Review* 25 (2017).

"What Stands in the Way of Children's Exercise of their Criminal Procedural Rights in the United States?" in *Handbook of Children's Rights: Global and Multidisciplinary Perspectives*, Martin D. Ruck, Michele Peterson-Badali & Michael Freeman, eds. (Routledge, 2016).

MARY ANNE CASE

### **Journal Articles & Book Chapters**

"A Patchwork Array of Theocratic Fiefdoms? RFRA Claims against the ACA's Contraception Mandate as Examples of the New Feudalism," in *Law, Religion, and Health in the United States*, Holly Fernandez Lynch, I. Glenn Cohen & Elizabeth Sepper, eds. (Cambridge University Press 2017).

"Scalia as Procrustes for the Majority, Scalia as Cassandra in Dissent," *63 Jahrbuch des öffentlichen Rechts der Gegenwart* 765 (2016).

"Seeing the Sex and Justice Landscape through the Vatican's Eyes: The War on Gender and the Seamless Garment of Sexual Rights," in *The War on Sex*, David Halperin & Trevor Hoppe, eds. (Duke University Press, 2017).

"The Sin of Turning Away from Reality: An Interview with Father Krzysztof Charamsa," *6 Religion and Gender* 226 (2016) (with David Paternotte & Sarah Bracke).

"Why 'Live and Let Live' Is Not a Viable Solution to the Difficult Problems of Religious Accommodation in the Age of Sexual Civil Rights," in *Institutionalizing Rights and Religion: Competing Supremacies*, Leora Batnitzky & Hanich Dagan, eds. (Cambridge University Press, 2017).

### **Other Publications**

"The Gender Agenda," *The Tablet*, September 2016.

"The Supreme Court Has Delivered on Many of the E.R.A.'s Promises," *New York Times Room for Debate*, September 8, 2016.

ANTHONY CASEY

### **Journal Articles & Book Chapters**

"Bankruptcy's Endowment Effect," *33 Emory Bankruptcy Developments Law Journal* 141 (2016).

"Consumer Bankruptcy Pathologies: Comment," *173 Journal of Institutional and Theoretical Economics* 197 (2017).

"A New Proposal for Intercreditor and Other Side Agreements," *35 ABI Journal* 18 (2016) (with Kenneth M. Ayotte & David Skeel).

"The Problem of Creative Collaboration," 58 *William and Mary Law Review* 1793 (2017) (with Andres Sawicki).

"Self-Driving Laws," 66 *University of Toronto Law Journal* 429 (2016) (with Anthony Niblett).

### **Other Publications**

"Beyond Stakeholder Options in Bankruptcy," *CLS Blue Sky Blog*, December 20, 2016 (with Edward Morrison).

DIPESH CHAKRABARTY

### **Journal Articles & Book Chapters**

"Afterword," 116 *South Atlantic Quarterly* 163 (2017).

"The Future of the Human Sciences in the Age of Humans," 20 *European Journal of Social Theory* 39 (2017).

"Humanities in the Anthropocene: The Crisis of an Enduring Kantian Fable," 47 *New Literary History* 377 (2017).

"Patrick Wolfe, my 'Bondhu': In Memoriam," 40 *Aboriginal History* 239 (2016).

"The Politics of Climate Change Is More Than the Politics of Capitalism," 34 *Theory, Culture, & Society* 25 (2017).

ADAM S. CHILTON

### **Journal Articles & Book Chapters**

"A Call for Developing a Field of Positive Legal Methodology," 84 *University of Chicago Law Review* 1 (2017) (with William Baude & Anup Malani).

"Did the Creation of the United Nations Human Rights Council Produce a Better 'Jury'?" 58 *Harvard International Law Journal Online* 7 (2016) (with Robert Golan-Vilella).

"Do Constitutional Rights Make a Difference?" 60 *American Journal of Political Science* 575 (2016) (with Mila Versteeg).

"The Influence of History on States' Compliance with Human Rights Obligations," 56 *Virginia Journal of International Law* 212 (2017) (with Eric Posner).

"The Limitations of Supply Chain Disclosure Regimes," 53 *Stanford Journal of International Law* 1 (2017) (with Galit Sarfaty).

"Making Doctrinal Work More Rigorous: Lessons from Systematic Reviews," 84 *University of Chicago Law Review* 37 (2017) (with William Baude & Anup Malani).

"Measuring Judicial Ideology Using Law Clerk Hiring," 19 *American Law and Economics Review* 129 (2017) (with Adam Bonica, Kyle Rozema, Jacob Goldin & Maya Sen).

"The Motivations of the United States' Bilateral Investment Treaty Program," 23 *Review of International Political Economy* 614 (2016).

"The Political Ideologies of American Lawyers," 8 *Journal of Legal Analysis* 277 (2016) (with Adam Bonica & Maya Sen).

"The Political Ideologies of Law Clerks," 19 *American Law and Economics Review* 96 (2017) (with Adam Bonica, Jacob Goldin, Kyle Rozema & Maya Sen).

"Simplification of Privacy Disclosures: An Experimental Test," 45 *Journal of Legal Studies* S41 (2016) (with Omri Ben-Shahar).

### **Other Publications**

"Has Trump's Promised Assault on International Law Materialized?" 2017 *University of Illinois Law Review Online: Trump 100 Days*, April 29, 2017.

"Using Experiments to Improve Women's Rights in Pakistan," *openDemocracy*, May 3, 2017 (with Gulnaz Anjum).

JANE DAILEY

### **Journal Articles & Book Chapters**

"Letter from Selma: Then and Now," 52 *Criterion* 12 (2017) (with Franklin Gamwell & Martin Marty).

"The Theology of Unionism and Antiunionism," 14 *Labor: Studies in Working-Class History of the Americas* 83 (2017).

DHAMMIKA DHARMAPALA

### **Books**

*The Economics of Tax Avoidance and Evasion* (Edward Elgar, 2017).

### **Journal Articles & Book Chapters**

"Cross-border Tax Evasion under a Unilateral FATCA Regime," 141 *Journal of Public Economics* 29 (2016).

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**Other Publications**

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JUSTIN DRIVER

**Journal Articles & Book Chapters**

"Justice Thomas and Bigger Thomas," in *Fatal Fictions: Crime and Investigation in Law and Literature*, Alison LaCroix, Richard H. McAdams & Martha Nussbaum, eds. (Oxford University Press, 2016).

FRANK H. EASTERBROOK

**Journal Articles & Book Chapters**

"The Absence of Method in Statutory Interpretation," 84 *University of Chicago Law Review* 81 (2017).

RICHARD A. EPSTEIN

**Journal Articles & Book Chapters**

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"The Unfinished Business of *Horne v. Department of Agriculture*," 10 *New York University Journal of Law and Liberty* 734 (2016).

### **Other Publications**

*Defining Ideas* (Hoover Institution) (weekly contributor).

*Forbes* (regular contributor).

*NYU Journal of Law & Liberty Blog* (regular contributor).

"Attention, Liberals: Comey Deserved to be Fired, and the Constitution is Just Fine,"

*Vox*, May 11, 2017.

"D.C. Circuit Refuses to See Limits to Government Power and Inexcusably Upholds the Net Worth Sweep," *Forbes.com*, March 3, 2017.

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BRIAN FEINSTEIN

**Journal Articles & Book Chapters**

"Designing Executive Agencies for Congressional Control," 69 *Administrative Law Review* 259 (2017).

**Other Publications**

"Hill Republicans Must Strengthen Congress – Big League," *The Hill*, November 14, 2016.

LEE ANNE FENNELL

**Journal Articles & Book Chapters**

"Fee Simple Obsolete," 91 *New York University Law Review* 1457 (2016).

"Searching for Fair Housing," 97 *Boston University Law Review* 349 (2017).

**Other Publications**

"A Tale of Two Cities," *Balkanization*, November 17, 2016.



CRAIG B. FUTTERMAN

**Journal Articles & Book Chapters**

"Youth/Police Encounters on Chicago's South Side: Acknowledging the Realities," 2016 *University of Chicago Legal Forum* 125 (2016) (with Chaclyn Hunt & Jamie Kalven).

TOM GINSBURG

**Books**

*Assessing Constitutional Performance* (Cambridge University Press, 2016) (edited with Aziz Huq).

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HIBA HAFIZ

**Journal Articles & Book Chapters**

"Beyond Liberty: Toward a History and Theory of Economic Coercion," 83 *Tennessee Law Review* 1071 (2016).

JAMES J. HECKMAN

**Journal Articles & Book Chapters**

"Abducting Economics," 107 *American Economic Review* 298 (2017) (with Burton Singer).

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RICHARD. H. HELMHOLZ

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DANIEL HEMEL

**Journal Articles & Book Chapters**

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**Other Publications**

*Take Care* (regular contributor).

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## M. TODD HENDERSON

### Journal Articles & Book Chapters

"Information-Dissemination Law: The Regulation of How Market-Moving Information Is Revealed," 101 *Cornell Law Review* 1373 (2016) (with Kevin Haerberle).

"Mining Manne's Vein," 12 *Journal of Law, Economics and Policy* 339 (2016).

### Other Publications

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"A Sneak Peek at Corporate Data—for a Fee," *Wall Street Journal*, July 24, 2016.

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WILLIAM H. J. HUBBARD

**Journal Articles & Book Chapters**

"Sinking Costs to Force or Deter Settlement," 32 *Journal of Law, Economics and Organization* 545 (2016).

"Tribute to Omri Ben-Shahar," 46 *Journal of Legal Studies* 50 (2017) (with Edward Morrison).

AZIZ HUQ

**Books**

*Assessing Constitutional Performance*. (Cambridge University Press, 2016) (edited with Tom Ginsburg).

**Journal Articles & Book Chapters**

"The President and the Detainees," 164 *University of Pennsylvania Law Review* 499 (2017).

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"The Constitutional Law of Agenda Control," 104 *California Law Review* 1401 (2016).

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DENNIS J. HUTCHINSON

**Journal**

*The Supreme Court Review*, volume 2016 (2017) (edited with David A. Strauss & Geoffrey R. Stone).

**Other Publications**

"Crying Wolf over Gorsuch," *Chicago Tribune*, February 8, 2017.

ALISON LACROIX

**Books**

*Fatal Fictions: Crime and Investigation in Law and Literature* (Oxford University Press, 2016) (edited with Martha Nussbaum & Richard H. McAdams).

**Journal Articles & Book Chapters**

"Continuity in Secession: The Case of the Confederate Constitution," in *Neo-Nullification and Neo-Secessionism*, Sanford Levinson, ed. (University Press of Kansas, 2016).

"A Man for All Treasons: Crimes by and Against the Tudor State in the Novels of Hilary Mantel," in *Fatal Fictions: Crime and Investigation in Law and Literature*, Alison LaCroix, Martha Nussbaum & Richard H. McAdams, eds. (Oxford University Press, 2016).



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GENEVIEVE LAKIER

**Journal Articles & Book Chapters**

"*Reed v. Town of Gilbert, Arizona*, and the Rise of the Anti-Classificatory First Amendment," 2016 *Supreme Court Review* 233 (2017).

BRIAN LEITER

**Journal Articles & Book Chapters**

"The Case against Free Speech," 38 *Sydney Law Review* 407 (2016) (Julius Stone Address in Jurisprudence).

"Derecho Constitucional, Juicio Moral y la Supreme Corte como Súper-Legislativa," in *La Constitución como objeto de interpretación*, A. Martínez Verástegui, ed. (Supreme Corte de Justicia de la Nación, 2016).

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"Nietzsche's Naturalism and Nineteenth-Century Biology," 48 *Journal of Nietzsche Studies* 71 (2017).

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"Philosophy of Law," in *Encyclopaedia Britannica*. (2016) (with Michael Sevel).

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Leiter Law School Reports (blog).

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Nietzsche Blog (blog).

"Academic Ethics: Defending Faculty Speech," *Chronicle of Higher Education*, March 22, 2017.

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STEVEN LEVITT

### **Journal Articles & Book Chapters**

"Bagels and Donuts for Sale: A Case Study in Profit Maximization," 70 *Research in Economics* 518 (2016).

"The Behavioralist Goes to School: Leveraging Behavioral Economics to Improve Educational Performance," 8 *American Economic Journal: Economic Policy* 183 (2016) (with John List, Susanne Neckermann & Sally Sadoff).

"Quantity Discounts On a Virtual Good: The Results of a Massive Pricing Experiment at King Digital Entertainment," 113 *Proceedings of the National Academy of Sciences of the United States of America* 7323 (2016) (with John List, Susanne Neckermann & David Nelson).

SAUL LEVMORE

### **Books**

*The Timing of Lawmaking* (Edward Elgar, 2017) (edited with Frank Fagan).

### **Journal Articles & Book Chapters**

"Concentrated and Distributed Law: Observations on Legal Evolution from China and Taiwan," in *Private Law in China and Taiwan: Legal and Economic Analyses*, Yun-chien Chang, Shen Wei & Wen-yeu Wang, eds. (Cambridge University Press, 2016).

"Intellectual Property and Legislative Innovation," in *The Timing of Lawmaking*, Saul Levmore & Frank Fagan eds. (Edward Elgar, 2017).

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"Title VII to Tinder: Law's Antidiscrimination Asymmetry and Occasional Market Superiority," 68 *Alabama Law Review* 877 (2017).

### **Other Publications**

"Legal Institutions and IPO Puzzles," *Harvard Law School Forum on Corporate Governance and Financial Regulation*, January 10, 2017 (with Ruoying Chen).

## JOHN LIST

### **Journal Articles & Book Chapters**

"The Behavioralist as Tax Collector: Using Natural Field Experiments to Enhance Tax Compliance," 148 *Journal of Public Economics* 14 (2017) (with Michael Hallsworth, Robert Metcalfe & Ivo Vlaev).

"The Behavioralist Goes to School: Leveraging Behavioral Economics to Improve Educational Performance," 8 *American Economic Journal: Economic Policy* 183 (2016) (with Steven Levitt, Susanne Neckermann & Sally Sadoff).

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"Field Experiments in Markets," in *Handbook of Field Experiments* (Elsevier, 2017) (with Omar al-Ubaydli).

"From Personalized Exchange towards Anonymous Trade: A Field Experiment On the Workings of the Invisible Hand," 133 *Journal of Economic Behavior and Organization* 313 (2017) (with Erwin Bulte, Andreas Kontoleon, Ty Turley & Maarten Voors).

"Ode to the Sea: Workplace Organizations and Norms of Cooperation," 126 *Economic Journal* 1856 (2016) (with Uri Gneezy & Andreas Leibbrandt).

"Quantity Discounts On a Virtual Good: The Results of a Massive Pricing Experiment at King Digital Entertainment," 113 *Proceedings of the National Academy of Sciences of the United States of America* 7323 (2016) (with Steven Levitt, Susanne Neckermann & David Nelson).

"The Use of Field Experiments in Environmental and Resource Economics," 10 *Review of Environmental Economics and Policy* 206 (2016) (with Michael K. Price).

"Voting to Tell Others," 84 *Review of Economic Studies* 143 (2017) (with Stefano DellaVigna, Ulrike Malmendier & Gautam Rao).

"What Can We Learn from Experiments? Understanding the Threats to the Scalability of Experimental Results," 107 *American Economic Review* 282 (2017) (with Omar al-Ubaydli & Dana Suskind).

### **Other Publications**

"Virgin Atlantic Tested 3 Ways to Change Employee Behavior," *Harvard Business Review*, August 2016 (with Robert Metcalfe & Greer Gosnell).

## LYONETTE LOUIS-JACQUES

### **Other Publications**

Chicago Association of Law Libraries Bulletin (co-editor)

"The Best "People" Resources," *Slaw*, August 26, 2016.

"I, Robot," *Slaw*, May 19, 2017.

"Locating Foreign Civil Codes," *Slaw*, July 18, 2016.

"Researching the Rights of Indigenous Peoples in Canada," *Slaw*, November 10, 2016.

## DOROTHY SHAPIRO LUND

### **Other Publications**

"Index Funds Are Great for Investors, Risky for Corporate Governance," *Wall Street Journal*, June 23, 2017 (with M. Todd Henderson).

## ANUP MALANI

### **Journal Articles & Book Chapters**

"A Call for Developing a Field of Positive Legal Methodology," 84 *University of Chicago Law Review* 1 (2017) (with William Baude & Adam S. Chilton).

"Challenges To Reducing Discrimination and Health Inequity through Existing Civil Rights Laws," 36 *Health Affairs* 1041 (2017) (with Amitabh Chandra & Michael Frakes).

"The Insurance Value of Medical Innovation," 145 *Journal of Public Economics* 94 (2017) (with Darius Lakdawalla & Julian Reif).

"Making Doctrinal Work More Rigorous: Lessons from Systematic Reviews," 84 *University of Chicago Law Review* 37 (2017) (with William Baude & Adam S. Chilton).

### **Other Publications**

"Do You Know What the Affordable Care Act Does? Here's a Primer to Help," *The Conversation* (February 27, 2017) (with Darius Lakdawalla) (at <https://theconversation.com/>).

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"Why America Needs a 'Do-Over' on Medicaid Reform," *The Conversation* (May 11, 2017) (with Darius Lakdawalla & Jay Bhattacharya) (at <https://theconversation.com/>).

JONATHAN MASUR

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RICHARD H. MCADAMS

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ERIC POSNER

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RICHARD A. POSNER

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JOHN RAPPAPORT

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ANDREW M. ROSENFELD

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MICHAEL H. SCHILL

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NICHOLAS STEPHANOPOULOS

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GEOFFREY R. STONE

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## RANDOLPH N. STONE

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LIOR JACOB STRAHILEVITZ

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DAVID A. STRAUSS

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MARK N. TEMPLETON

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LAURA WEINRIB

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DAVID A. WEISBACH

**Books**

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DIANE P. WOOD

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DIEGO A. ZAMBRANO

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## SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2016-17

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For updates on recent activities and achievements of the clinical programs, see [www.law.uchicago.edu/clinics](http://www.law.uchicago.edu/clinics) and [www.law.uchicago.edu/clinics/advocateblog](http://www.law.uchicago.edu/clinics/advocateblog).

### CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

This has been another busy year for the Civil Rights and Police Accountability Project (PAP) fighting to end the decades-long pattern of civil rights violations by the Chicago Police Department (CPD). The outstanding advocacy by our students has catapulted the issue of Chicago's systemic police abuse, which has been disproportionately borne by its low-income communities of color, into the international spotlight. Last year clinic students achieved enormous success in bringing needed public attention to these issues, after winning a court order forcing the release of the video of a police officer shooting a Black teen-ager 16 times, almost all of which while the boy lay helpless on the ground. This year students built on their success to push the process of police reform.

Our successful petition to the United States Justice Department led to the largest civil rights investigation of a police department in the history of the USDOJ. In January 2017, the Justice Department issued detailed findings that the CPD had engaged in a pattern and practice of excessive force, and allowed its officers to violate the rights of African-Americans and Latinos with near impunity as a result of its entrenched code of silence, lack of accountability, and systemic deficiencies in police training and supervision. Mayor Emanuel and the DOJ entered an agreement to negotiate a binding consent decree that would subject the Police Department to federal court oversight to remedy the civil rights violations. However, after the election of Donald Trump and appointment of Jefferson Sessions as Attorney General, Mayor Emanuel retreated from his commitment. As a result, the Clinic, in partnership with some of Chicago's leading civil rights lawyers, supported by the *pro bono* assistance of the Cleary Gottlieb firm in New York, stepped up as private attorneys-general, to fill the role left open by the DOJ, and brought a class action lawsuit with our client partners, seeking a permanent injunction and independent court monitoring and oversight. The Clinic and our clients are working to build a process to address Chicago's systemic civil rights violations that gives representatives of the communities most affected by police abuse a leading voice role in bringing about needed change. *See* <http://www.chicagotribune.com/news/local/breaking/ct-police-reform-lawsuit-met-20170613-story.html>

The Clinic also brought a successful petition to appoint a special prosecutor to investigate the Chicago Police cover up of Officer Jason Van Dyke's killing of 17-

year-old Laquan McDonald. As a result, a special grand jury issued indictments against three Chicago police officers, including the lead investigator of the shooting, for criminal conspiracy, obstruction of justice, and official misconduct. The criminal investigation remains ongoing. The indictments highlight potential criminal accountability for the police code of silence in Chicago. *See* <http://chicago.suntimes.com/news/3-chicago-cops-charged-with-obstruction-in-laquan-mcdonald-case/>. Chicago's Inspector General found that officers as high as the Deputy Superintendent of Police participated in the cover up and recommended the firing of 11 officers. Clinic students filed and are litigating a Freedom of Information Act case seeking public disclosure of the Inspector General's completed investigation.

Also of note, Clinic students, in collaboration with the Invisible Institute, won a series of major court victories for greater police transparency in the Illinois Appellate and Supreme Court. Their advocacy led to the release of Chicago police misconduct complaint and investigation records from 1967 through the present, which have been integrated into the Citizens Police Data Project, a public searchable database that has been recognized as a national model. Clinic students demonstrated something more than what it means to establish the powerful legal precedent that police misconduct records belong to the public. They have shown how to make that precedent a reality on the ground, enabling the public to ensure that government operates in the public interest.

Finally, in a non-police civil rights case in which the Clinic represents a man who was subjected to years of extreme physical abuse as a young child, Clinic students became experts in corporate transactions. The private agency that had placed and left our client in the abusive home merged with another corporation, and the resulting entity then denied liability for the abuse of its predecessor. David Zarfes and Sean Kramer, the Directors of the Law School's Corporate Lab, connected the Clinic with the Kirkland and Ellis firm. Kirkland then provided *pro bono* assistance to students in litigating summary judgment motions involving complex corporate merger issues in a non-profit setting. An added bonus—our students got the opportunity to work with Professor Todd Henderson outside of the classroom, who graciously agreed to serve as a corporate expert in the case.

## CRIMINAL AND JUVENILE JUSTICE CLINIC

### PEOPLE V. G.E.

The Criminal and Juvenile Justice Clinic started representing G.E. in 2012 when medical personnel from the Cook County Juvenile Temporary Detention Center asked if we would take his case. 15 year old G.E. had been in the detention center since October 2011 after being charged with multiple felony counts of sexual and aggravated sexual assault. At the time of his arrest G.E. was a "freshman" in special education classes at a Chicago Public School high school.

Because of the nature of the charges, G.E. was being tried as an adult in criminal court. At birth, G.E. was diagnosed with Fetal Alcohol Syndrome and had unspecified illicit drugs in his system. His biological parents were reported to have used illicit drugs and to also have been heavy drinkers. At 2-years of age, G.E. was placed in a foster home following the murder of his younger sister. His sister was allegedly murdered by his mother's boyfriend and DCFS found the mother unfit to parent him. Consequently, G.E. was placed in a foster home from ages 2 to 4. This caretaker was eventually believed to have "possibly sexually abused" him. G.E. was then placed into the care of his adoptive mom. He was legally adopted by his foster mom when he was approximately 6-years-old. Due to concerns regarding slow cognitive growth, he was initially evaluated at age 4. Additional evaluations occurred at age 6-years 9-months, 9-years 9-months, 14-years 9-months, and 15-years 8-months. A review of G.E.'s records indicated that he had an I.Q. ranging between 40 and 45.

We immediately moved for a fitness hearing and five years of pre-hearing litigation began. Working with Michelle Geller, the clinic social worker, and SSA social work students, we prepared a pre-trial report on our client's background, disabilities and available services. Based in large part on this report we were able to have our client released from custody and placed at a Community Integrated Living Arrangement (CILA) facility in the north suburbs.

G.E. was found unfit to stand trial. The State's expert opined that although he was unfit he could be "restored to fitness" within a year. G.E. was transferred to Streamwood Behavioral Healthcare to start the restoration process. After 3 months Streamwood staff determined that G.E. could not be restored to fitness ever. Despite that finding the State elected to wait out the year. While waiting out the statutory restoration period students drafted and argued numerous pre-trial motions including Motion to Suppress Statements, Motion to Bar Prosecution and Dismiss Charges and Motion to Exclude Psychosexual Behavior Report. Additionally students defended against the State's Motions to Introduce Hearsay Testimony and Proof of Other Crimes. The pre-trial litigation resulted in mixed results with the clinic winning several motions, achieving partial wins on others and losing on 2 others. The Clinic retained an expert witness to evaluate G.E.'s ability to form the necessary *mens rea* and his present cognitive status. The expert's opinion was:

Even if G.E. had committed some of these alleged offenses, due to his serious intellectual deficits, he would have been unable to understand that sexual activity requires the consent of the other party. Of course a 4-year-old cannot give consent to sexual activity but someone with the mental age of a 5-year-old would not be aware of that. Clearly, G.E. is not capable of appreciating the criminality of the alleged sex charges against him nor does he understand the issue of consent or needing a minimum age for giving consent.

The trial court granted the State's Motion-in-Limine to bar our expert from testifying at the discharge hearing unless we raised the affirmative defense of insanity. Students had researched raising such a defense. Based on the implications of such a defense we decided not to present an insanity defense and preserved the issue with an offer of proof. Students continued to prepare for the discharge hearing by prepping witnesses, including the complaining witness, his mother, and G.E.'s mother and sister. The possible outcomes of a discharge hearing are acquittal if the State has not proved its case beyond a reasonable doubt or a finding of "not, not guilty". A finding of "not, not guilty" results in the accused being subject to involuntary commitment to a locked mental health facility for a period of time equal to the maximum sentence had he been found guilty at a trial. Had G.E. been found "not, not guilty" after the discharge hearing he was facing a maximum period of detention of 135 years. G.E. would also have been required to register as a sex-offender for life. As a registrant, he would not have been able to remain at his placement.

As the hearing date approached, we filed a Motion to Transfer to Juvenile Court. The Illinois legislature had passed a new law barring automatic prosecution of 15-year-olds in adult criminal court. The effective date of the law was January 2016. In our motion we argued that the new law should apply to all pending cases. In several unrelated matters, criminal court judges had agreed with our interpretation of the statute. The State's Attorney's office filed a writ of mandamus against the judges (*ex.rel* Howard) and the court declined to rule on our motion until the Illinois Supreme Court reached a decision. The Supreme Court denied the writ and found the new law applicable to all pending matters. G.E.'s case was dismissed in the criminal court.

In December 2016, the State filed the case in Juvenile Court. Initially we moved to refile and rehear all motions previously heard in criminal court. G.E. was still unfit for trial. However, the maximum period of detention was now until his 21st birthday. The State filed a motion for a discretionary transfer to criminal court. As we prepared for the transfer hearing, the State withdrew its motion and dismissed the case. G.E. turned 21 in May 2017. He will remain at his present CILA where he is doing well, taking vocational training and is able to attend all programming.

## JUVENILE JUSTICE SYMPOSIUM

In April 2017, the clinic and the Illinois Judicial Council co-sponsored a symposium entitled: All Our Children: Trauma and Bias in the Juvenile & Criminal Justice Systems. The symposium brought together judges, lawyers, social and mental health workers, probations officers, teachers, community activists, formerly incarcerated juveniles and other stakeholders. The day-long event included a plenary session featuring a discussion between Dr. Bradley Stolbach and attorney Kathryn Eidmann regarding trauma and its impact on youth.

Dr. Stolbach is a psychologist and a leader in the field of working with the traumatized youth population. As a UChicago Medicine Urban Health Initiative faculty fellow, Dr. Stolbach helped found *Project FIRE*, an artist development employment program that offers healing through glassblowing to youth injured by gun violence. Dr. Stolbach's research activities focus on developmental trauma disorder in urban children, cumulative trauma in young children, links between poverty and trauma, and the role of developmental trauma in the lives of children and youth affiliated with armed groups.

Kathryn Eidmann is a staff attorney with Public Counsel, the nation's largest pro bono law firm. As part of the Opportunity Under Law project, she brings impact litigation to advance economic justice and civil rights. Her education equity class action cases on behalf of low-income children have included challenges to a school district's failure to accommodate students who are impacted by exposure to trauma (*Peter P. v. CUSD*).

The other plenary session was a panel discussion moderated by Clinical Professor Herschella Conyers with formerly incarcerated juveniles. Three of the four panelists were former clients of Professor Conyers or the Clinic. The panelists discussed their time spent at the Cook County Juvenile Detention Center, what life events and conditions had led them to commit the offenses and how they were able to lead productive lives after their release from custody.

Smaller breakout workshops focused on Recognizing Trauma, Biases in the Juvenile Justice System, and *Miller v. Alabama* (the U.S. Supreme Court case finding mandatory life without parole for juveniles unconstitutional). Workshop facilitators included Kevin Coval, Dr. Kimberly Lewis, Dr. Colleen Cicchetti, Sister Catherine Ryan, Judge Stuart Katz, Judge Carol Howard and the clinic's Professor Randolph Stone.

The symposium ended with a Peace Circle demonstration and discussion of restorative justice principles. The circle was kept by Ora Schub from the Community Justice for Youth Institute.

Clinic and social work students structured the symposium, including framing target areas and developing talking points and questions for the workshops. Students also participated as workshop facilitators. One hundred twenty-one participants registered for the symposium, with just under 100 attendees.

Evaluation comments included:

- "The luncheon plenary was incredibly moving."
- "Maybe make 2 days?"
- "The symposium "challenged the way I think about trauma and the effects on juvenile delinquency."

- “I really was impressed with the facilitators. Very knowledgeable in their field and answered all questions so to me nothing I would mention would increase the value of the symposium. It was impeccable (I’ve never come to a symposium like this.)”

## JUVENILE LIFE WITHOUT PAROLE

Two of our clients serving life without parole for crimes they committed when they were juveniles were recently resentenced to lesser terms pursuant to the United States Supreme Court decision in *Miller v Alabama* ruling that mandatory life without parole sentences for juveniles are unconstitutional. Many of our law and social work students made numerous visits to Menard Correctional Center, a maximum security prison in Illinois to visit and counsel our clients. Moreover, over the past twenty years dozens of law and social work students have been engaged in the advocacy efforts for juveniles sentenced to lengthy prison terms. Although there are too many former students to name individually, their hard work, dedication and thoughtfulness is acknowledged and appreciated.

Our client KS was sentenced to 52 years for a crime (2 counts of murder) he committed in 1997 when he was 17 years old. He was originally sentenced to life without parole and has been incarcerated for almost 20 years. CJP agreed to represent KS in 2012. His new sentence means he will be eligible for release in about 6 years. Although we were hoping for a more immediate release date, the new sentence is a victory and his family and friends are pleased that he has the potential for a future outside of prison. (He could have been resentenced to die in prison or to a lengthier term.) The judge was very complimentary about the work of the clinic and particularly the law and social work students who have been involved in the case for the last 5 years. The sentencing hearing was aggressively contested by the state and numerous witnesses testified in aggravation and mitigation. The judge specifically credited the testimony of our expert witnesses, Dr. John Hagedorn and Dr. Antoinette Kavanaugh, and the social history report of our social worker Michelle Geller.

The Criminal and Juvenile Justice Project (CJP) has been working on some aspect of this case for almost 20 years. At the original trial in 1999, we represented one of KS’s co-defendants who was acquitted after a jury trial. We were then appointed to represent a second co-defendant at sentencing and helped persuade the trial judge to declare the Illinois juvenile life without parole statute unconstitutional as applied. When the State appealed, we filed an amicus brief in the Illinois Supreme Court and ultimately the Supreme Court upheld the trial court’s ruling. (See, *People v Leon Miller*) In addition to individual representation, CJP law and social work students have been actively involved in juvenile justice reform particularly related to lengthy and excessive sentences for children. In essence, this bittersweet victory is the result of the hard work, creativity and collaboration of dozens of law and social work students over the years and for that, KS is very thankful.

Our client MC was sentenced to life without parole after a bench trial, where he was represented by retained counsel, for a crime he committed (2 counts of murder) in 1990 when he was 14 years old. He has been incarcerated for almost 27 years. CJP students first interviewed MC in 2010 at a maximum security prison after a review of Illinois juveniles who were serving life sentences. Students researched, drafted, and filed a post-conviction petition arguing that the rationale of the United States Supreme Court decision *Graham v Florida* applied. The petition was denied by the trial court, we appealed and the appellate court reversed citing the then recently decided *Miller v Alabama* which adopted the rationale of *Graham* noting *inter alia* that children have less culpability and a greater capacity for change. Law and social work students developed extensive mitigation after discovering decades old family history documents, psychological records, and juvenile court and police reports. Students interviewed expert witnesses, family members, friends, correctional employees and prepared many of them for testimony at the hearing. Students also visited MC regularly at the Cook County jail and helped him prepare his allocution.

At the conclusion of the hearing, the trial judge noted the importance of our expert testimony regarding the *Miller* factors including childhood trauma, impulsivity, peer pressure, violent home and neighborhood environment as well as the clear evidence of MC's rehabilitation. He resentenced MC to sixty years which means he will be eligible for release in about three years. Although MC's friends and family are elated that he has a release date in the not too distant future, we have decided to appeal the sentence since we think the judge may have misapprehended the applicable sentencing range.

## FEDERAL CRIMINAL JUSTICE CLINIC

### IMPACT LITIGATION

The FCJC is spearheading litigation regarding race-based law enforcement practices. The clinic has filed Motions to Dismiss for Racially Selective Law Enforcement in twelve federal criminal cases pending in U.S. District Court in Chicago, on behalf of 43 indigent clients. (Motions available at [this link](#).) The motions allege that the ATF unconstitutionally discriminated on the basis of race in targeting people of color for its fake stash house cases, in violation of Equal Protection. In support of this litigation, the clinic obtained an expert report from Professor Jeffrey Fagan of Columbia Law School regarding race disparities in the Chicago stash house cases.

The filing of our motions made national news, with USA Today calling our litigation "an unusually broad challenge to federal law enforcement tactics." See *ATF Drug Stings Targeted Minorities, Report Finds* (9/23/16), at [this link](#). The Chicago Tribune recently published a front page story about the clinic's cases. See

*ATF Sting Operation Accused of Using Racial Bias in Finding Targets—the Majority of Them Being Minorities* (3/3/17), at [this link](#). The article features a video of FCJC students discussing their involvement in the cases. Federal Defenders and others around the country are now replicating the clinic’s litigation on this issue in their own cases.

A fake stash house robbery is a made-up crime where a government informant pretends to an acquaintance—the target—that the informant knows of a drug warehouse they can rob that contains hundreds of thousands of dollars’ worth of drugs. The target is encouraged to bring guns and recruit additional manpower. In fact, however, the stash house and the drugs are purely fictional. When the target puts the plan into action, the United States Attorney’s Office charges the target and his friends with federal crimes, many of which carry stiff mandatory minimum penalties. Of the nearly 100 people charged with these crimes in the Chicago area in the last decade, the overwhelming majority have been African American or Latino.

During the course of the FCJC’s litigation, the U.S. Attorney’s Office in Chicago dismissed the lead drug charge against many of the defendants in the stash house cases. As a result, many clients who were previously looking at mandatory minimum sentences of 15 to 25 years in prison with the drug charges are now facing 5-year mandatory sentences. The Chicago Tribune ran a front page story about this development, *Chicago Prosecutors Quietly Drop Charges Tied to Drug Stash House Stings* (1/29/15), at [this link](#). The New York Times also ran a story, *Prosecutor Drops Toughest Charges in Chicago Stings That Used Fake Drugs* (1/30/15), at [this link](#). The FCJC has also successfully litigated bond motions on behalf of its clients in these cases.

## INDIVIDUAL REPRESENTATION

A team of FCJC students supervised by Assistant Clinical Professors Judith Miller and Erica Zunkel and Lecturer in Law David Owens have been litigating a federal felony case for nearly three years. Recently, the case went to trial—the first trial in the FCJC’s history. Students were heavily involved in the pre-trial litigation, including drafting cutting-edge First Amendment motions, suppression motions, and evidentiary motions, and honing oral arguments in support of the motions. They also made crucial contributions to the trial itself. They pored over the evidence to find holes in the government’s case, drafted complex jury instructions, conducted novel legal research on a short timeline, and prepared witness examinations. One of the FCJC’s 3L students sat at counsel table during the trial as a third-chair student attorney and conducted a textbook cross-examination of a government witness. After the trial was over, the students drafted lengthy motions requesting a new trial.

An FCJC student also successfully persuaded a court to release a drug offender under the U.S. Sentencing Commission’s “drugs minus two” program. The program gave certain incarcerated drug offenders the opportunity to return to



court and ask for a lower sentence. The FCJC client had already served twelve years of a seventeen-year sentence. Immediately after being appointed to the case, FCJC sprang into action—gathering mitigation material, contacting the federal prosecutor on the case, and ultimately persuading the prosecutor to join with the clinic in recommending a sentence that would render our client eligible for immediate release to a halfway house. Faced with this persuasive sentencing advocacy, the court promptly granted the joint motion.

## HOUSING INITIATIVE CLINIC

In severely distressed neighborhoods, private investment is sorely needed to improve properties, increase public safety, create jobs, and enliven city blocks and community life. Entrepreneurial investors and developers may see opportunities, but the usual set of affordable housing subsidies may not always be well suited. Where the goal is to stimulate private investment and revitalization, imposing affordability restrictions that restrict the potential upside value of redeveloped properties can lead profit-minded developers to take their dollars elsewhere.

The Housing Initiative Clinic has partnered with a nonprofit organization to develop a structure to overcome these barriers, to achieve the nonprofit's goal of accessing private developer dollars to redevelop dilapidated homes in distressed communities. The nonprofit identifies a local entrepreneur with a line of credit or other available rehab funds. The nonprofit acquires a distressed property through its connections with government agencies, housing court disposition processes, and banks' REO inventories. The nonprofit and partner together decide on a budget and rehabilitation scope, and the property is redeveloped using the partner's funds. After inspection by the authorities to verify completion and code compliance, the newly refurbished home is sold at a profit – a modest one given housing prices in struggling communities -- to a homebuyer.

A crucial part of the arrangement is the partner's agreement to hire low income, unemployed, or underemployed youth and neighborhood residents for a significant part of the rehab work. The nonprofit participates in the identification, training, and support of the new workers, and connects them with services as needed. The nonprofit tracks the workers' progress and helps connect them with future employment opportunities. Overall, the structure is a four-way win: governmental and lending agencies move distressed properties out of their inventory; neighborhood residents gain valuable work training and experience to help put them on a path towards full employment; the community benefits from a revitalized property and increased homeownership; and the local entrepreneur developer makes a profit.

The Housing Initiative Clinic's services have been essential in designing and implementing this structure. The Clinic worked with the nonprofit client on several one-off rehab projects, some using traditional government funding sources

and some involving a partnership with a private developer. From there, the Clinic worked with the nonprofit on a form of redevelopment agreement for the nonprofit to use in working with developers selected to rehab receivership properties for which the nonprofit was the court-appointed trustee. The next step was the drafting of a redevelopment agreement template for private, non-court-supervised transactions. Last, the Clinic worked on the drafting and refinement over time of the client's intake and marketing policies and materials. These are the documents used to explain the program and perform due diligence on the local entrepreneurs who are recruited to participate. In the last several months, the Clinic has worked on closings for four properties using this model, with more in the pipeline as the program gains traction. At each step along the way, Clinic students counseled the client on program design and documentation, drafted the relevant agreements, and negotiated the terms of the various redevelopment agreements with the nonprofits' partners. Equally significantly, the students have participated in the development of a model to address a problem with the existing legal and programmatic structures for subsidizing investment in distressed communities.

## INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship (IJ Clinic) continued to be a lifeline for small businesses in Chicago in 2016-17 through our 1:1 representation of low-income entrepreneurs, advocacy for economic liberty, and legal programming for small businesses throughout the city.

One achievement that exemplifies the full range of our support to entrepreneurs is our partnership with the Street Vendors Association of Chicago (SVAC). Between 2009–2015, the IJ Clinic advocated tirelessly to legalize street food. We worked on behalf of street vendors who expressed fear of being ticketed, fined, and harassed for operating without a business license, when no appropriate license existed. In 2015, we were finally able to get a license created and in 2016-2017, our legal assistance came full circle when we helped SVAC open their very own shared kitchen.

IJ Clinic also took on three new clients who are building businesses with big ideas and tiny budgets. One new client is creating delicious, caffeinated rice snacks that are now available in Whole Foods Market throughout Chicago. The IJ Clinic was proud to help walk this client through the process of negotiating with marketing companies and regional and national distributors. Another new client is benefiting from our familiarity with the Mobile Prepared Food Vendor License. She is gearing up to offer her take on Soul Food through the vendor model. Lastly, we're working with a young man whose service aims to take some of the risk out of purchasing a used car. His is a great example of a business that needs legal help to sort out liability before it can even get up and running.

IJ Clinic also continued to assist 11 additional clients. We have a waste management client that obtained a federal trademark for its logo and started to explore new sites for its composting business. We also helped them navigate a dispute with a customer. As always, we were not content to just perform direct services, we worked through a city-wide coalition of business organizations and chambers of commerce to work with the mayor's office to reform sign regulation in Chicago and encourage the city to adopt more friendly laws for home-based businesses.

Lastly, the IJ Clinic hosted two large successful community events and many legal workshops throughout the year. In the fall, South Side Pitch brought 250 people together to weigh in on a competition between the South Side's most innovative, up-and-coming business owners. The competition fosters entrepreneurship on the South Side by coaching entrepreneurs and awarding them with prizes for their great business ideas. And in the spring, at From Dirt to Delicious, IJ Clinic students presented six legal programming workshops around issues faced by composters, urban farmers and food makers. Around 100 businesses in Chicago's food cycle left with a clearer vision for growing a successful, legally compliant business.

## INTERNATIONAL HUMAN RIGHTS CLINIC

This year the International Human Rights Clinic worked to promote social and economic justice through enforcement of international human rights law in the areas of gender equality, health, domestic violence, equal access to property, police accountability, and violent extremism in various countries including Tunisia, Kenya, Myanmar, Nigeria, Pakistan and the United States. Below are some highlights of the clinic's work this past year.

The clinic finalized research in a two-year global study on *Strengthening Human Rights through Constitutional Reform* implemented in collaboration with United Nations Entity for Gender Equality and the Empowerment of Women (U.N. Women). The study seeks to understand the extent of incorporation of women's human rights into constitutions reformed between 2003 and 2013 as well as the impact of these rights on corresponding legislation and indicators of women's well-being. The clinic has conducted an international human rights-guided textual review of constitutions of 40 countries, collected legislation in key areas and, in collaboration with graduate students in the Harris School of Public Policy, engaged in analysis of relationships between textual constitutional improvements and women's advancement as reflected by global empowerment and inequality indices. Students presented initial findings from the research study at a conference in April on Gender Equality and Constitutionalism at the U.S. Institute for Peace. Next year, with support from the University of Chicago Pozen Center for Human Rights, the clinic will host a symposium to present report findings and explore issues surrounding the domestication of women's human rights in constitutions.

In a project for the government of Punjab, Pakistan, the clinic developed and drafted the Standard Operating Procedures (SOP) and implementing regulations for the *newly established Violence Against Women Center (VAWC)* created by the Punjab Protection of Women Against Violence Act of 2016. The 2014 Global Gender Gap Report ranks Pakistan 141 out of 142 countries in women's inequality. Seventy to ninety percent of women in Pakistan report having experienced violence. The VAWC was established in an effort to address violence against women and provide comprehensive services for survivors of violence. The Standard Operating Procedures developed by the clinic will be used by all departments and individual staff in the VAWC including prosecutors, civil legal officers, psychologists and counselors, intake staff, medical staff and examiners and management. The clinic engaged faculty from the University of Chicago medical school and faculty and staff from the School of Social Service Administration to assist in development of the SOPs. The clinic also developed implementing regulations for the Center currently being finalized by the Punjab government.

The clinic has also entered its second phase of research for a joint report with Amnesty International U.S. on *Police Lethal Use of Force and Human Rights in the U.S.* This report will support Amnesty's efforts to advocate for state and local police compliance with international human rights standards on the use of force. The use of lethal force by law enforcement officers implicates a range of human rights, including the right to life and freedom from discrimination. Current law enforcement policies on the use lethal force vary widely from agency to agency and state to state, and many do not meet international human rights standards. The clinic has examined the use of force policies of police departments in the 20 largest U.S. cities by population to determine whether they comply with international human rights standards. The clinic then collected use of lethal force data from the 20 police departments in the study and, in collaboration with students and staff at the Harris School of Public Policy, conduct a regression analysis of the policy grades and use of lethal force data to determine if correlations exist between the quality of department use of force policies and the actual use of force by police. The expected publication date for the study is 2017.

The clinic conducted fact-finding missions to Tunisia and Kenya aimed at exploring the *impact of prevention efforts against violent extremism on women's human rights and equality*. This research was conducted on behalf of the U.N. Office of High Commissioner for Human Rights to assist the OHCHR in developing its programs, policies and strategies on violent extremism in a way that protects and promotes women's equality. The clinic interviewed stakeholders in intergovernmental agencies, international and domestic NGO's, academics and policy advisors on current and future programming around prevention of violent extremism and the extent to which such programming involved women as targets and/or leaders. The clinic has submitted final drafts of its findings and recommendations to OHCHR which will be used for their 2017 strategic planning.

## JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

During the 2016 Supreme Court Term, the Jenner & Block Supreme Court and Appellate Clinic represented parties in three U.S. Supreme Court cases and *amici curiae* in two U.S. Supreme Court cases:

- *Honeycutt v. United States*, co-counsel for Petitioner Terry M. Honeycutt. The Supreme Court ruled unanimously in favor of Mr. Honeycutt, holding that federal criminal asset forfeiture statutes apply only to property a defendant actually acquired as the result of the crime, or to substitute property under narrowly defined circumstances. The Court rejected the government's argument that members of a criminal conspiracy are subject to joint and several liability for forfeiture.
- *Kokesh v. Securities and Exchange Commission*, co-counsel for Petitioner Charles R. Kokesh. The Supreme Court ruled unanimously in favor of Mr. Kokesh, holding that the five-year statute of limitations in a general federal statute governing penalties applies to SEC claims seeking disgorgement of illegally obtained profits. The Court rejected the government's view that there is no statute of limitations applicable to disgorgement claims.
- *Manuel v. City of Joliet*, co-counsel for Respondent City of Joliet. The case centered on the relationship between the tort of malicious prosecution and the Fourth Amendment. The Supreme Court majority decision did not reach that question. It instead acknowledged that a Fourth Amendment claim could survive the initiation of legal process in a case, and remanded the case to the Seventh Circuit to determine the parameters of such a claim—including when it accrues—in the first instance.
- *Endrew F. v. Douglas County School District*, *amicus curiae* brief on behalf of 118 members of the United States Congress. A majority of the Supreme Court ruled in favor of the position taken by the clinic in the case, holding that the Individuals with Disabilities Education Act requires a school to offer an individualized education program reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. The clinic's brief argued that this Act was meant to "consistently and clearly" raise expectations for the quality of education provided to students with disabilities.
- *Pena-Rodriguez v. Colorado*, *amicus curiae* brief on behalf of the National Association of Federal Defenders. A majority of the Supreme Court ruled in favor of the position taken by the clinic in the case, holding that

when a juror makes a clear statement indicating that he or she relied on racial stereotypes or animus to convict a criminal defendant, a rule prohibiting jurors from impeaching their verdicts must yield to the Sixth Amendment, so that the trial court can consider the evidence of the juror's statement and any resulting Sixth Amendment violation.

The clinic's brief argued that there is a long history of allowing jurors to impeach their verdicts to ensure fairness.

In addition, during the 2016-2017 academic year, the clinic represented a defendant-appellant in a direct appeal of a criminal case to the Seventh Circuit. One of the clinic's students, Joshua Pickar, '17, argued the case before the Seventh Circuit in May.

The clinic's students work on all aspects of the clinic's cases – from formulating strategy, to analyzing legal questions, to drafting and editing briefs, to preparing for oral arguments. Clinic students Bryan Beaudoin, '18, Hannah Cook, '16, Shahrzad Daneshvar, '16, Jeongu Gim, '17, Annie Gowen, '17, Deven Parmar, '16, Joshua Pickar, '17, Alexandra Waleko, '17, and Joshua Wilson, '17, worked on the cases noted above. Their work was supervised by the clinic's faculty members at the Law School and at Jenner & Block LLP.

## KIRKLAND & ELLIS CORPORATE LAB

The Kirkland & Ellis Corporate Lab transactional clinic successfully completed in excess of 100 projects during the 2016–2017 academic year in collaboration with a wide range of companies, including Accenture, Archer Daniels Midland, Allstate, Baxter, Chicago Symphony Orchestra, GrubHub, Honeywell, IBM, John Deere, Koch Industries, Kraft Heinz, Meijer, Microsoft, Nike, Schneider National, Schreiber Foods, Sony Electronics, Ulta Beauty, Verizon and various start-up companies in connection with the Booth School of Business (including both the New Venture Challenge and the Social New Venture Challenge).

The Lab continues to enjoy great success due in large part to the interesting projects and high-quality work that draw ambitious students and leading organizations to come together to collaborate on solving cutting-edge legal and business problems. During the past academic year, the Lab focused on many contract drafting and merger and acquisition-related projects, including a due diligence review, and the production of memoranda thereon, for a client who was evaluating the potential acquisition of a start-up food delivery platform.

In addition to the foregoing, the following is a representative sampling of the many projects undertaken by the Lab over the past academic year:

### DATA PRIVACY AND OWNERSHIP

- Advised a global technology company regarding the use and data ownership of machine learning tools in public schools;

- Researched complex rules for ownership of data produced by Internet of Things devices; and
- Advised a leading insurance company regarding permissible uses of GPS-produced data for pricing clients' automobile insurance premiums.

#### PROFESSIONAL SPORTS

- Advised a sports marketing company on potential intellectual property risks associated with a business that relies on aggregating marketing data from televised sporting events;
- Researched the jurisdictions in which a professional athlete who plays in one state but resides in another state during the off-season must pay income tax on a signing bonus; and
- Drafted a summary reference guide for a sports agent to distribute to clients regarding the NFL's concussion settlement.

#### REGULATORY COMPLIANCE

- Advised a global consulting company regarding use of foreign subsidiary subcontractors to perform work in countries on the United Nations Commission on International Trade Law's restricted country list;
- Assisted several clients with analyses regarding the nuances of independent contractor vs. employee considerations as applied to their individual business models; and
- Advised multiple clients regarding employee codes of conduct, including questions relating to social media and gendered bathroom policies.

During the Fall Quarter, each Lab student completed an assignment adapted from a case that a prominent Lab client currently has pending before the Supreme Court of Korea. The project consisted of drafting a brief from the perspective of the client regarding contract law, trade secret and conflict-of-laws issues. The students were also tasked with determining the correct measure of damages and whether injunctive relief was proper.

Beyond substantive projects, the Lab continued to host its highly-acclaimed Speaker Series program. The Speaker Series provides Lab students with an opportunity to hear from leading practitioners (from both law firms and corporations) on core areas of law (*e.g.*, the fundamentals of a specific type of transaction), topical business-and-law issues, and the real-world concerns critical to young attorneys' success (*e.g.*, client development and internal company politics). In addition to many other esteemed practitioners, the following industry leaders participated in the Speaker Series over this past academic year:

- Linda Myers and Dennis Myers; Scott Falk; Brian Van Klompenberg (Kirkland);
- Barbara Kolsun (Professor at Cardozo Law; former Executive VP and GC of Stuart Weitzman);
- William Ridgeway (Counsel at Skadden, Arps; Former Assistant U.S. Attorney);
- Alex May and Myles Cochran (WalMart);
- Ashley Keller and Adam Gerchen (Burford Capital);
- Jason Sussman (The Pritzker Organization);
- Paul St. Lawrence and Eileen Ho (Cleary Gottlieb);
- Nate Lutz, Phil Kiebler and Brandi Van Leeuwen (Meijer);
- David Bronner, David Brown and Brian Krob (Nixon Peabody);
- Mark Leahy (Fenwick & West);
- Jodi Caro (General Counsel of Ulta Beauty);
- Tom Hardin (“Tipper X” in Galleon Group insider trading case);
- James Boumil (Proskauer)

In addition, the Lab hosted the sixth annual Transactional Challenge for rising second-year law students to provide exposure to corporate practice during the first law school summer. Over half of the rising second-year class registered for the Challenge, which allows students to compete in a series of real-world corporate transactional exercises. The Challenge also gives participating students an opportunity to network with senior in-house counsel and law firm partners as part of several post-Challenge events.





## FUNDS AND ENDOWMENTS

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### PROFESSORSHIPS

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

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

**The Thomas A. Cole – Sidley Austin Distinguished Visiting Professorship in Business Law** was established in 2014 by Thomas Cole (J.D. 1975) and the firm of Sidley Austin LLP to support a distinguished scholar of business to participate in the Law School's business law efforts, including the Doctoroff Business Leadership Program.

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

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

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

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

**The Harold J. and Marion F. Green Professorship in International Legal Studies** was established in 1973. The professorship was made possible through the

generosity of Harold J. Green and a matching grant from the Ford Foundation. Mr. Green was a member of the Class of 1928.

**The David Greenbaum and Laureine Knight Distinguished Visiting Professorship in Law** was established by David R. Greenbaum (J.D. 1976) and Laureine Knight in 2012 to support a visiting legal scholar from Israel.

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

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

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

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

**The Arthur and Esther Kane Research and Teaching Chair Fund** was established in 2014 by Arthur (A.B. 1937, J.D. 1939) and Esther Kane to provide support for two faculty members at the Law School. One faculty member shall be designated the Arthur and Esther Kane Research Chair and the other shall be designated the Arthur and Esther Kane Teaching Chair. Such designations shall be made for a period of years to be determined by the Dean of the Law School.

**The Kirkland & Ellis Professorship in Law** was established in 1984 by members of the law firm of Kirkland & Ellis LLP and its partner Howard G. Krane (J.D. 1957).

**The Howard G. Krane Distinguished Visiting Professorship in Business Law** was established in 2015 by Hilary Krane (J.D. 1989) and George Bulkeley (Ph.D. 1992) and Marie and Robert Bergman (LAB 1967), in honor of Howard G. Krane (J.D. 1957). The fund will provide support for a visiting professor in the Law School who has attained distinction in the field of business law.

**The Julius Kreeger Professorship in Law and Criminology** was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband Julius Kreeger (J.D. 1920).

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

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

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

**The Seymour Logan Professorship in Law** was established by Mrs. Seymour Logan and the Logans' children as a memorial to Seymour Logan (J.D. 1944).

**The Michael J. Marks Professorship** was established in 2008 by a bequest from the estate of Michael Marks (J.D. 1963) to support a distinguished individual whose research and teaching is in the area of business law.

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

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

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

**The Donald N. Pritzker Professorship in Law** was established in 2015 by Penny Pritzker, Tony Pritzker (M.B.A. 1987), and J.B. Pritzker in honor of their late father Donald Pritzker (J.D. 1959), a distinguished alumnus of the Law School. The Professorship will recognize faculty eminence in the area of business law, with a particular focus on entrepreneurialism, intellectual property, and technology.

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

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

**The Ruth Wyatt Rosenson Professorship in Law** was created in 1984 by Ruth Wyatt Rosenson in memory of her husband Harry N. Wyatt (J.D. 1921).

**The Allen M. Singer Professorship in Law** was created through a bequest from Allen M. Singer (J.D. 1948).

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

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

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

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

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

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

**The Barry and Jan Zubrow Distinguished Visiting Professorship in Business Law** was established in 2014 by Barry (M.B.A. 1979; J.D. 1980) and Jan Zubrow to provide support for a visiting professor in the Law School who will help foster business education at the school.

## SCHOLARSHIP FUNDS

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

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

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

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

**The Debra A. Cafaro Scholarship Fund** was established in 2013 by Debra A. Cafaro (J.D. 1982) to provide full tuition for three students each year at the University of Chicago Law School.

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

**The Clinton Family Fund and Douglas G. Baird Fund** was established in 2004 by The Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

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

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

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

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

**The Lawrence J. Corneck Scholarship Fund** was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship aid to worthy and deserving students at the Law School.

**The Jennifer Ann Coyne Scholarship Fund** was established in 2017 in honor of Jennifer Ann Coyne (J.D. 1990). This Scholarship is awarded each year by the Faculty in conjunction with the Dean of Students to support a member of the third-year class who has demonstrated exceptional integrity and high principle in the study of law with strong preference given to individuals who have demonstrated dedication to the advancement of women in the profession.

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

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

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

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

**The Professor William L. and Mary Louise Eagleton Scholarship** was established in 2012 by Richard and Joyce Eagleton to provide scholarship support to a second or third year Law School student who intends to pursue a career devoted to public service and the law.

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

**The EGL Charitable Foundation Israeli LL.M. Program** was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules in 2008 to support an Israeli LL.M. student at the Law School.

**The Nancy Lieberman Scholarship Fund** was established in 2002 by Nancy Lieberman (J.D. 1979) to provide scholarships for students in the Law School.

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

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

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

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

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

**The Grant R. Folland Memorial Scholarship** was created in memory of Grant R. Folland (J.D. 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to a student who has demonstrated an ongoing commitment to lesbian and gay rights, a record of participation in political, educational, and charitable lesbian and gay causes, and who will most likely use his/her legal education to further lesbian and gay rights.

**The Fox Family Scholarship Fund** was established by Laura Fox (J.D. 1987) and Bennet Van de Bunt to support students at the Law School.

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

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

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

**The Frank and Bernice J. Greenberg Scholarship Fund** was established in 1985 through the estate of Frank Greenberg (A.B. 1930, J.D. 1932) to provide financial support to deserving students.

**The Ernest Greenberger Scholarship Fund** was established in 2002 by Stacia Greenberger in memory of her husband Ernest, a member of the Class of 1947. The fund will ease the financial burden of students attending the Law School.

**The George and Mary Gregory Memorial Scholarship Fund** was established in 1969 by Chris D. Gregory (A.B. 1927, J.D. 1929) in honor of his parents, to provide scholarships in the Law School.

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

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

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

**The E. Houston and Mary L. Harsha Scholarship Fund** was established in 2009 to provide scholarships for academically promising students in the Law School.

**The George L. and Janet Hecker Scholarship Fund** was established in 1997 by George L. Hecker (Ph.B. 1931, J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who received their undergraduate degrees from the College at the University of Chicago.

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

**The James C. Hormel Public Interest Law Scholarship Program Fund** was established in 2014 by the Honorable James C. Hormel (J.D. 1958) to provide scholarship support to law students who exhibit a strong commitment to the public interest and public service.

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



**The Martin D. and Mary A. Jacobson Scholarship Fund** was established by Martin (J.D. 1976) and Mary Jacobson in 2005 to provide scholarship aid to worthy and deserving students at the Law School, with preference for students who have served in the nation's armed forces.

**The Ruth and Seymour Keith Scholarship Fund** was established in 2003 by Gerald Goodman (J.D. 1959) to provide scholarships for students in the Law School and to encourage student programs associated with Jewish law.

**The Paul R. and Edmund W. Kitch Scholarship Fund** was established by Thomas D. Kitch (J.D. 1969) in honor of his father Paul, a member of the Class of 1935, and his brother Edmund, a member of the Class of 1964. The Fund will provide scholarship aid to worthy and deserving students at the Law School.

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

**The Jack and Genevieve Krakauer Scholarship Fund** was established in 2015 by a bequest under the will of Jack S. Krakauer (A.B. 1943, J.D. 1948) to provide scholarship support for students in the Law School.

**The David and Susan Kreisman Scholarship Fund** was established in 2011 by David (A.B. 1960, J.D. 1963) and Susan Kreisman to provide scholarships to students in the Law School.

**The Ellen Liebman Scholarship Fund** was established in 2014 by Steven Koch (J.D. 1982) in memory of Ellen Liebman to provide scholarship support to meritorious students in the Law School.

**The Rex Lee Scholarship Fund** was established in 2003 by the members of the Class of 1963 in honor of Rex Lee (J.D. 1963).

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

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

**The John S. Lord and Cushman B. Bissell Scholarship Fund** was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell.

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

**The Edith Lowenstein Scholarship Fund** was established in 1983 by bequest under the will of Edith Lowenstein, a member of the Class of 1939.

**The Mark Cluster Mamolen Scholarship Fund** was established in 2015 through a bequest from Mark C. Mamolen (J.D. 1977) to provide scholarship support for students at the Law School.

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

**The Hugh M. Matchett Scholarship Fund** was established in 2014 through the Trust Estate of Hugh M. Matchett (J.D. 1937) to provide scholarships for students attending the Law School.

**The Edwin B. Mayer Student Aid Fund** was established in 1956 in honor of Edwin B. Mayer, a member of the Class of 1912.

**The Mayer Brown Scholarship Fund** was established in 2006 by the law firm and its partners and associates.

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

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

**The Byron S. and Jeanette R. Miller Working Students Assistance Fund** was created in 1996 by Byron (A.B. 1935, J.D. 1937) and Jeanette (A.B. 1936, J.D. 1937) Miller.

**The Robert H. and Ina M. Mohlman Fund** was established in 1986 by Mr. Mohlman (A.B. 1939, J.D. 1941) for the benefit of students at the Law School.

**The Phil C. Neal Scholarship Fund**, previously known as the Class of 1967 Scholarship Fund, was established in 2007 by members of the Class of 1967 on the occasion of their 40th Reunion. In 2017, on the occasion of their 50th Reunion, the fund was renamed in honor of Phil C. Neal, who was a professor at the Law School for 21 years, starting in 1961, and served as its sixth dean from 1963 to 1975. The new Phil C. Neal Scholarship Fund received critical support from many of Dean Neal's friends, family members, and former students.

**The Emily Nicklin Scholarship Fund** was established in 2017 by Emily Nicklin (J.D. 1977). The fund provides scholarships to students in the Law School, with a preference for students who are participating in the Chicago Law Scholars Program or who otherwise have an undergraduate degree from the University of Chicago.

**The Leonard G. Nierman Fund** was established by Mr. Nierman's mother Pauline, his wife Bernys, and sons Paul and James through the Eli A. Nierman Foundation as a memorial to Mr. Nierman, a member of the Class of 1936. The funds are awarded as a scholarship. Preference will be given to a student who exhibits interest in a career in patent law.

**The Benjamin and Rita Ordower Scholarship Fund** was established in 2005 in honor of Benjamin (Ph.B. 1932, J.D. 1934) and Rita Ordower by Mark Ordower (J.D. 1966) and Lawrence Ordower.

**The Roger Orf and Lisa T. Heffernan Law Scholarship Fund** was established by Roger Orf (M.B.A. 1977, J.D. 1979) and Lisa T. Heffernan (M.B.A. 1980) in 2014 to support students in the Law School.

**The Tony Patiño Fellowship Fund** was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr. In keeping with his philosophy and his intention to help his fellow law students, the fellowship is "trying to identify leaders, people of character and capability."

**The George B. Pletsch Scholarship Fund** was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 1944), who was a prominent member of the legal profession and who served for many years as a director and officer of the Foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

**The Ellen S. and George A. Poole III Scholars and Fellows Program** was established by Ellen and George (LAB 1925) to provide scholarships at the University for students selected as Poole Scholars or Fellows.

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

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

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

**The Ruth Wyatt Rosenson Scholarship Fund** was established in 1989 as an endowed scholarship by a bequest from Mrs. Rosenson, in memory of her husband Harry N. Wyatt (Ph.B. 1918, J.D. 1921).

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

**The David M. Rubenstein Scholars Program** was established in 2010 by David M. Rubenstein (J.D. 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based. The original gift was awarded to the six Classes of 2014 through 2019. The gift was renewed for the three Classes of 2020 through 2022.

**The Senatore Family Scholarship Fund** was established in 2012 by Charles Senatore (J.D. 1980) to provide scholarship support to students in the Law School.

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

**The Allen M. Singer Scholarship Fund** was created through a bequest from Allen M. Singer (J.D. 1948).

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

**The Harold N. Solomon Scholarship Fund** was established in 2005 in loving memory of Harold N. Solomon (J.D. 1931) by his son, William A. Stone. Mr. Solomon, primarily a trial lawyer, had a career that spanned seven decades, including an appointment as a special war crimes prosecutor in post-war Leipzig, Germany. The scholarship is awarded to annually to students demonstrating both financial need and the highest moral and ethical standards.

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

**The James and Ann Spiotto Scholarship Fund** was established in 2012 by James and Ann Spiotto, both members of the Class of 1972, to provide scholarship support to students in the Law School.

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

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

**The Kenneth Talle Scholarship Fund** was established in 2014 to provide scholarship support at the Law School to a worthy and deserving law student. Preference is given to students who have received an undergraduate degree from the University of Minnesota.

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

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

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

**The Bill Von Hoene Scholarship Fund** was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (J.D. 1980) to support scholarships at the Law School.

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

**The Fred B. Weil and Joan Kochman Weil Scholarship Fund** was established in 2014 to provide scholarship support for law students.

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

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

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

**The Zubrow Scholars Program Fund** was established in 2014 by Barry (M.B.A. 1979; J.D. 1980) and Jan Zubrow to recruit and support students who show exceptional promise in Business and Law.

## PUBLIC SERVICE FUNDS

**The Abrams Environmental Law Fund** was established in 2011 by James (J.D. 1987) and Wendy Abrams. The Fund provides ongoing support for the Abrams Environmental Law Clinic at the Law School.

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

**The Bluhm-Helfand Clinical Fellowship Fund** was established in 2014 by Leslie Bluhm (J.D. 1989) and David Helfand (M.B.A. 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

**The Penny Brown & Jeffrey C. Rappin Public Interest Summer Fellowship Fund** was established in 2013 for summer public interest fellowships at the Law School.

The **Herbert Caplan Fund for Clinical Support** was created in 2015 by Herbert L. Caplan (A.B. 1952, J.D. 1957) to provide travel grants to law students working at the International Human Rights Clinic.

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

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

**The Mark and Barbara Fried Fund for Public Interest** was established in 2014 by Barbara Fried (A.B. 1954, J.D. 1957), in her name and in memory of Mark (J.D. 1956), to provide post-graduate fellowship support to Law School students engaged in public interest legal work.

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

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

**The Glazov Family Fund** was created by Burton (J.D. 1963) and Adrienne Glazov and members of the Glazov family to support summer stipends for students working in public service.

**The Bernard Heerey Family Foundation Student Fellowship Program** provides support to Heerey Fellows who work in the public interest during the summer following their first year of Law School.

**The James C. Hormel Fund** was created in 2004 by James Hormel, a member of the Class of 1958, to support scholarships awarded to students who appear most likely to pursue summer employment or post-graduate careers in public interest or in public service.

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

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

**The Jenner & Block Supreme Court Fund** was established in 2016 by the Law Firm Jenner & Block. The fund provides ongoing support for the Jenner & Block Supreme Court Clinic at the Law School.

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

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

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

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

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

**The Lillian Kraemer Post-Graduate Public Interest Fund** was established in 2014 by Lillian Kraemer (J.D. 1964) to provide post-graduate public interest fellowship support at the Law School.

**The Kreisman Initiative on Housing Law and Policy** was established by David (A.B. 1960, J.D. 1963) and Susan Kreisman in 2013 to support housing-related research and engagement, including post-graduate support to Law School students looking to pursue careers and scholarship in the housing field.

**The Mark Cluster Mamolen Fund for Public Interest** was established in 2015 through a bequest from Mark C. Mamolen (J.D. 1977) to provide post-graduate fellowship support to Law School students engaged in women's issues or social justice work.

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

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

**The Mikva Fellowship Program Fund** was established in 2014 by the Kanter Family Foundation in honor of Abner Mikva (J.D. 1951) to establish and support a one-year postgraduate public interest law fellowship.

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

**The Gary H. Palm Clinical Education Fund** was established in 2016 by the friends and family of Professor Palm (J.D. 1967), in his memory, to provide financial assistance to clinical students during their summer internships. Professor Palm was a professor in the Mandel Legal Aid Clinic for more than 30 years.



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

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

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

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

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

**The Edgar Wayburn Fellowship Fund** was established with support from Daniel Greenberg (J.D. 1965) and Susan Steinhauser. The Fund supports an annual summer fellowship at Earthjustice for a current student at the Law School.

**The Maurice S. and Helen R. Weigle Fund for Public Service** was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935).

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

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

## FELLOWSHIP FUNDS

**The Ernst Freund Fellowship in Law and Philosophy Fund** was established in 2017 by Professor Martha C. Nussbaum. The Fund provides an annual fellowship for Law School students or graduate students in the Philosophy Ph.D. program, and is designed to help the winning candidate deepen his or her understanding of connections between the law and philosophy, in the process developing, with faculty supervision, a publishable paper.

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

## LOAN FUNDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## FACULTY RESEARCH FUNDS

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

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

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

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

**The Douglas Clark and Ruth Ann McNees Faculty Research Fund** was established in 2017 by Mr. Douglas J. Clark (J.D. 1989) and Ms. Ruth Ann McNees to support faculty research.

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

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

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

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

**The Steven Feirson Distinguished Lectureship Fund** was established in 2013 by Steven Feirson (J.D. 1975) to provide ongoing support for a Distinguished Visiting Lectureship at the Law School.

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

**The Maurice and Muriel Fulton Lectureship in Legal History** was created in 1985 through a gift made by Mr. Fulton (A.B. 1940, J.D. 1942) and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

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

**The Dwight P. Green, Sr. Fund for Studies in Criminal Justice** was established in 1973 by Dwight P. Green (J.D. 1912) for support of the Law School's continuing research and teaching program in crime control and criminal justice.

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

**The Robert Helman Law and Public Policy Fund** was established in 2007 by Robert Helman to support the work or recruitment of a faculty member or distinguished visitor or jurist engaged in work at the University of Chicago Law School on a matter of public policy.

**The David and Celia Hilliard Research Fellowship** was established in 2013 by David (J.D. 1962) and Celia Hilliard to provide support for a faculty member at the Law School.

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

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

**The Kanter Family Foundation Initiatives Fund** was established in 2006 to support the Law School's Chicago Policy Initiatives program and the Kanter Director of the program.

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

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

**The Daniel and Gloria Kearney Fund** was established by Daniel (J.D. 1965) and Gloria Kearney in 2006 to provide support for the director or co-director of the Law and Economics Program at the Law School.

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

**The Jerome F. Kutak Faculty Fund** was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

**The Paul H. Leffmann Fund** was established in 1990 by Mr. Leffmann (Ph.B. 1927, J.D. 1930) to support research in the Law School.

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

**The Mark Cluster Mamolen Teaching and Research Scholars Fund** was established in 2015 through a bequest from Mark C. Mamolen (J.D. 1977). The fund assists in providing teaching and research support for the faculty.

**The Walter Mander Teaching and Research Scholars Fund** was created in 2005 by Charles Wolf (J.D. 1975) in honor of his uncle, Walter Mander.

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

**The McCormick Companions' Fund** was established by Brooks McCormick Jr. to promote the study of animal rights at the University of Chicago Law School.

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

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

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

**The Russell J. Parsons Faculty Research Fund** was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after 37 years of service.

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

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

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

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

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

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

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

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

**The SNR Denton Fund**, formerly the Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in

honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

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

**The Paul J. Tierney Clinical Program Fund** was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

**The Weil Faculty Research Fund** was established in 2014 by Richard (J.D. 1989) and Britney Weil to provide support for faculty research at the Law School.

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

**The Ludwig and Hilde Wolf Teaching and Research Scholar Fund** was established in 2009 by Charles Wolf (J.D. 1975) to provide support for a faculty member of the Law School.

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

## DEAN'S DISCRETIONARY AND OTHER FUNDS

**The General Counsel Forum Fund** was established in 2017 by the law firm of Bartlit Beck Herman Palenchar & Scott LLP, and several of its partners, to provide expendable, annual support for the General Counsel Forum at the Law School.

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

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



**The Class of 1962 Photo Archive Fund** was established in 2017 by the Class of 1962 on the occasion of their 55<sup>th</sup> “Double-Nickel” reunion. The fund provides support for the Law School’s photographic archives.

**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 25<sup>th</sup> Reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

**The Doctoroff Business Leadership Program Fund** was established in 2013 by Daniel (J.D. 1984) and Alisa Doctoroff (M.B.A. 1983) to provide ongoing support for the Business Leadership Program at the Law School.

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

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

**The Ephraim Scholars Program Fund** was established in 2016 by the Donald M. Ephraim Family Foundation to provide support for one to three law students annually to prepare them to participate in the law and economics debates of the future. Students will receive funds to support a legal research paper or project and/or to gain access to data resources.

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

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

**The Kathryn Ball Gaubatz Memorial Fund** was established through a bequest in 2017 by Ms. Kathryn Ball Gaubatz (A.M. 1968) to provide support for the Moot

Court programs at the Law School. Mr. John T. Gaubatz received his J.D. from the Law School in 1967.

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

**The Daniel and Susan Greenberg Law School Fund** was established in 1986 by Daniel (J.D. 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930.

**The Greenberg Seminars Program Fund** was first established in 2004 by Dan Greenberg (J.D. '65) and Susan Steinhauer through The Greenberg Foundation to establish and maintain the Greenberg Seminars in the Law School. In 2017, an endowed fund was established to support the program in perpetuity. Hosted in the homes of faculty members, these popular interdisciplinary seminars focus on far-ranging topics, and are taught jointly by faculty from the Law School and faculty from another discipline within the University. **The Frank Greenberg Dean's Discretionary Fund** was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932, to be used at the discretion of the dean of the Law School.

**The Elmer M. Heifetz Legacy** was established in 2001 by Harriet Heifetz in memory of her husband Elmer (J.D. 1937), to support special faculty and student conferences and events.

**The David and Celia Hilliard Fund** was established in 2004 by David (J.D. 1962) and Celia Hilliard.

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

**The Karl R. Janitzky Memorial Fund** supports the academic mission of the Law School. It was established in 2003 through a bequest from Karl Janitzky (A.B. 1938, J.D. 1940).

**The Mr. and Mrs. Elliott A. Johnson Fund** was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.

**The Kapnick Leadership Development Initiative for Law Students** was established in 2013 by Scott (J.D./M.B.A. 1985) and Kathleen (J.D. 1984) Kapnick to

support law students as part of the Harry L. Davis Leadership Laboratory at Chicago Booth.

**The KF Fund for Business Leadership** was established in 2013 by David C. Karp (J.D. 1993) to support the Law School's business law efforts, including the new Business Leadership Program. This may include uses such as student financial aid and faculty support.

**The Kirkland & Ellis Inquiry and Impact Fund** was established in 2015 by the firm of Kirkland & Ellis LLP and its partners to name and provide ongoing support for the Kirkland & Ellis Corporate Lab at the Law School.

**The Lillian E. Kraemer Fund** was created by Ms. Kraemer (J.D. 1964) in 1993, in anticipation of the 30th anniversary of her graduation. The fund is used by the dean of the Law School to meet the needs of faculty and students and to address opportunities and problems as they arise.

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

**The Law School Centennial Cornerstone Fund** was created in celebration of the founding of the School.

**Ramsay Leatherman Cloud Fund** was established in 2015 by Katherine Leatherman Adams (J.D. 1990) and Forwood C. Wisner III for the benefit of the Law School.

**The Edward H. Levi Distinguished Jurists Program Fund** was established in 2013 by Jerome Katzin (J.D. 1941) to provide support for interaction between students, faculty, and judges, including but not limited to the appointment of Edward H. Levi Distinguished Visiting Jurists.

**The Daniel Levin and Fay Hartog-Levin Fund** was established in 2014 by Daniel Levin (J.D. 1952) and Fay Hartog-Levin to provide unrestricted support for the Law School. In recognition of this gift, the reflecting pool in the Laird Bell Quadrangle at the Law School was renamed the *Levin Reflecting Pool*.

**The Saul Levmore Fund** was established in 2010 in honor of the tenure of Saul Levmore as dean of the Law School. The fund is used to support faculty research, student scholarship, and other Law School initiatives.

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

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

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

**The Robert H. O'Brien Fund** was established in 1998 by a gift from Robert H. O'Brien (LL.B. 1933) to support the Law School at the dean's discretion.

**The Mark A. Orloff Endowed Fund** was established in memory of Mark A. Orloff (J.D. 1982) in 2014 by a gift from Ann E. Ziegler (J.D. 1983). Expendable income from the fund is used to support the activities of the Doctoroff Business Leadership Program.

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

**The Richard and Ellen Sandor Endowed Fund for Law and Economics** was established in 2013 by Richard and Ellen Sandor to provide ongoing support for the Coase-Sandor Institute for Law and Economics at the Law School.

**The Schiff Hardin LLP Fund for Leadership and Professionalism** was established in 2017 to support programs and initiatives related to professionalism and leadership at the Law School.

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

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

**The Adam Silver Dean's Discretionary Fund** was established in 2013 by Adam Silver (J.D. 1988) to benefit the Law School at the discretion of its Dean.

**The David and Pamela Stone Law School Dean's Discretionary Fund** was established in 2016 by David (J.D. 1984, M.B.A. 1984) and Pamela Stone for urgent priorities at the discretion of the Dean of the Law School, including, but not limited to, student scholarship support.

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

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

**The Wolf Family Student Philanthropy Fund** was established in 2014 on behalf of the Walter S. Mander Foundation by Charles B. Wolf (J.D. 1975) and Peter B. Wolf (J.D. 2010). The fund supports the Wolf Family Student Philanthropy Program at the Law School, which educates law students about the importance of philanthropy and encourages giving by providing matching gift challenges for the annual Graduating Students Gift campaign.

## CLASS FUNDS

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

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

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

**The Class of 1949 Fund** was established by members of the Class of 1949 to provide scholarship support at the Law School, or to further the central mission of the Law School at the discretion of its Dean.

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

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

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

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

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

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

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

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

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

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

**The Class of 1987 Fund** was established by members of the Class of 1987. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

**The Class of 1991 Scholarship Fund** was established by members of the Class of 1991 on the occasion of their 20th Reunion to provide scholarships to students in the Law School.

**The Class of 1997 Scholarship Fund** was established by members of the Class of 1997 in honor of their 10th Reunion to provide scholarships in the Law School.

**The Class of 2000 Scholarship Fund** was established by members of the Class of 2000 on the occasion of their 10th Reunion to provide scholarships to students in the Law School.

## LIBRARY FUNDS

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

**The Morton John Barnard Fund** was established in 2005 by Eleanor S. Barnard in memory of her husband Mr. Barnard (J.D. 1927) to provide support for the D'Angelo Law Library.

**The Elizabeth V. Benyon Law Library Fund** supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

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

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

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

**The Louis G. Cowan Law Library Fund** was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

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

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

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

**The Barbara Brown Fink Memorial Law Library Book Fund** was established in 1982 by Eli E. Fink (J.D. 1930). The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

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

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

**The Ilse and Robert Friend Memorial Fund** was established in 2013 through the gift of Ilse and Robert (J.D. 1937) Friend to provide support for the Law Library.

**The Ernst Freund Memorial Book Fund** was established by Nancy Freund White in memory of her father. The fund supports the D'Angelo Law Library with a special emphasis on materials relating to judicial conduct and legal ethics and responsibility.

**The Muriel and Maurice Fulton Law Library Fund** was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton. The fund is used to acquire recreational collections, including movies and magazines, which are placed in the Fulton Reading Room.

**The Muriel and Maurice Fulton Book Fund in Law and Economics** was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton.

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

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

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

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

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

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

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

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

**The KixMiller, Baar & Morris Law Library Fund** was established in 1991 by Arnold I. Shure (Ph.B. 1927, J.D. 1929) and Frieda Shure. It honors the careers of William KixMiller (Ph.B. 1908, J.D. 1910), Arnold R. Baar (Ph.B. 1912, J.D. 1914), and George Maurice Morris (J.D. 1915), civic leaders and founders of Commerce



Clearing House loose-leaf law services and of the Chicago and Washington, D.C., law firm which bore their names and at which Mr. Shure began his long and distinguished legal career.

**The Ira Sydney Kolb Memorial Book Fund** was established in 1998 by Ethel B. Kolb in memory of her husband Ira S. Kolb (A.B. 1930, J.D. 1932).

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

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

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

**The Lawrence E. Lewy Memorial Book Fund** was established by Donald L. Lewy in memory of his father and provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

**The John Clower and Emma Bracewell Liddell Law Library Fund** provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell (BLS 1946).

**The Leon Morris Liddell Law Library Fund** supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

**The Martha Elizabeth and Maude Voncile Liddell Law Library Fund** supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

**The Thomas Leon and Minnie Morris Liddell Law Library Fund** provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

**The Edwin Thomas and Martha Davenport Morris Law Library Fund** provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

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

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

**The James Nelson Raymond Memorial Fund** was established in 1934 by Mrs. Raymond.

**The Max 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. (A.B. 1925, J.D. 1927) and Rose Rosenthal.

**The Adolph A. Rubinson Law Library Fund** was created by Mr. Rubinson's family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and a 1934 graduate of the Law School.

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

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

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

**The David M. Sloan Library Fund** was established as a memorial fund in 1973 in honor of David M. Sloan (A.B. 1948, J.D. 1951) by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

**The Sheldon and Elizabeth Tefft Law Library Fund** is to be used for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

**The Judith M. Wright Fellowship Fund** was established in 2013 in honor of Judith M. Wright's many years of service to the University of Chicago Law School. The fund will support an intern program at the D'Angelo Law Library.

## HONORS AND PRIZES

**The Douglas Baird Prize in Commercial Law** was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the University of Chicago. The award is given to the student who has written the most impressive paper on commercial law as determined by a panel of law faculty.

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

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

**The D. Francis Bustin Educational Fund for the Law School** was established in 1971 by provision of the will of D. Francis Bustin (LL.B. 1917) to give awards or

prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments at the city, state, or federal level.

**The Herbert L. Caplan Award Fund** was established in 2006 by Herbert L. Caplan (A.B. 1952, J.D. 1957). The Fund encourages and supports the scholarship of students through the funding of two annual prizes: The Herbert L. Caplan Prize for Creative Legal Thinking and The Herbert L. Caplan Prize for Reform in Public & Constitutional Law.

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

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

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

**The Donald M. Ephraim Prize Fund in Law and Economics** was established in 2015 by the Donald M. Ephraim Family Foundation to create a cash prize, distributed annually to the most-deserving paper in law and economics or quantitative legal analysis by a student or a junior faculty member.

**The Kirkland & Ellis Centennial Fund** was established in 2005 by the firm of Kirkland & Ellis LLP and its partners and associates to honor those students at the Law School who rank highest in scholarship in their class.

**The Kirkland & Ellis Corporate Lab Award of Excellence** recognizes Corporate Lab students who, in the opinion of Lab faculty, have demonstrated consistent leadership and excellence in corporate and transactional practices.

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

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

**The Mark Mamolen Prize for Achievement in Business** is awarded in memory of Mark Mamolen (J.D. 1977). The prize is awarded annually to student(s) who

excel in the area of business law as determined by performance in the Business Organizations course.

**The Edwin F. Mandel Award** is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the Law School's clinical education program, in both the quality of the work done and the conscientious exercise of their professional 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 Phil C. Neal Memorial Award** was established in 2017 by the law firm of Neal Gerber & Eisenberg LLP, in memory of Phil Neal, Dean of the University of Chicago Law School from 1963 to 1975, and a founding partner, in 1986, of the Chicago law firm Neal Gerber & Eisenberg LLP. The award recipient is selected by the Dean of the Law School, and is presented to a second year law student who has demonstrated overall academic excellence, leadership, integrity, and a keen understanding of the lawyer's ethical responsibility to the profession and the community.

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



# LAW SCHOOL CALENDAR 2017-18

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## AUTUMN QUARTER

- September 11-20: Intensive Trial Practice Workshop
- September 11-20: JD Orientation/ Kapnick Initiative Events for Class of 2020
- September 15-20: LLM Orientation
- September 25: Autumn Quarter Classes Begin
- October 23-24: Autumn Break (Law School Open)
- November 22-24: Thanksgiving Break
- December 1: Last Day of Autumn Quarter Classes
- December 4-5: Reading Period
- December 6-12: Autumn Quarter Exams
- December 13-January 1: Winter Break

## WINTER QUARTER

- January 2: Winter Quarter Classes Begin
- January 15: Martin Luther King, Jr. Day (Law School Closed)
- March 5: Last Day of Winter Quarter Classes
- March 6: Reading Period
- March 7-11: Winter Quarter Exams
- March 12: Spring Break Begins

## SPRING QUARTER

- March 26: Spring Quarter Classes Begin
- May 18: Last Day of Spring Quarter Classes for Non-1L Students
- May 21: Reading Period for Non-1Ls
- May 22-26: Exam Period for Non-1Ls
- May 24: Last Day of 1L Spring Quarter Classes
- May 25: 1L Elective Exam
- May 26: Reading Period for 1Ls
- May 28: Memorial Day May 28-June 1: 1L Exams - Required Classes
- June 9: Convocation and Diploma & Hooding Ceremony

For the most accurate and up-to-date calendar information, please see [www.law.uchicago.edu/students/academiccalendar](http://www.law.uchicago.edu/students/academiccalendar).