

Fall 2018

Law School Announcements 2018-2019

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THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2018



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THE LAW SCHOOL ANNOUNCEMENTS 2018-19

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.

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, 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, 2018. It is subject to change.



PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

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

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 established 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 established 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, International Relations, and Linguistics. 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 concurrent J.D. and Ph.D. programs at the University of Chicago can count up to 25 credits earned outside the Law School towards their J.D. degrees. This credit is only awarded for: (1) graduate coursework undertaken in a Ph.D. program at the University of Chicago; (2) only for coursework undertaken after a student has matriculated at the Law School; and (3) only for coursework approved by the Deputy Dean in consultation with the Dean of Students. Students permitted to count up to 25 credits toward their J.D. degrees also must pay tuition to the Law School for six quarters and be in residence at the Law School for six quarters. Students who have not advanced to candidacy in their Ph.D. program 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. In the event a student's Ph.D. program does not have a formal "advanced to candidacy" status, the equivalent is that the student has finished all the required coursework and is primarily engaged in the writing of the dissertation. 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.

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.

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

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. All J.D. students must complete eight credits in courses that qualify as experiential learning to meet American Bar Association standards. After completing the first year, all J.D. students also must complete 40 credits in non-clinical Law classes or “core” classes.¹ Core classes are designated each quarter in the online course schedule at registrar.uchicago.edu/classes.² Credits earned through participation in journals and the Hinton Moot Court Competition count towards the 40 core credit requirement.

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

¹ 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.

² 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.

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 by the end of 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. Students who would like to work with a lecturer on an independent research project 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 research credits with the same professor and are limited to six independent study credits total during their time at the Law School.

THE LL.M. PROGRAM

LL.M. students must be in full-time residence (nine credit hours per quarter) for three quarters, with no fewer than six Law School credit hours per quarter. LL.M. students must complete and pass 27 credit hours of coursework. 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.

THE M.L.S. PROGRAM

To earn a Master of Legal Studies (M.L.S.) degree, candidates must successfully complete and pass 27 credit hours of coursework in the Law School. The Law School requires all M.L.S. students to be in full-time residence for three quarters of no fewer than nine credit hours per quarter, with no fewer than six Law School credit hours per quarter. Non-law coursework will not be counted toward the 27 credit hour requirement.

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

In order to earn the J.S.D. degree, a candidate must produce a dissertation that makes a creditable contribution to legal scholarship. The dissertation must be supervised by at least two members of the faculty and must be completed within five years of the candidate's first registration in the J.S.D. Program.

A J.S.D. candidate must spend at least two years (six academic quarters) in residence at the Law School while working on the dissertation. Residence requires living in Chicago.

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 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 consists of several periods: initial bidding for limited enrollment offerings and registration for non-limited enrollment offerings, continuing registration, 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 a failing grade 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). Deadlines are strictly enforced.

First-year students are assigned to sections and registered by the Registrar for all classes except their spring 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.

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.³ 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

³ 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.

- 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. 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:

- 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.

CLASS ATTENDANCE

Consistent with ABA standards, regular class attendance is required as a condition for receiving course credit. The Faculty Rules and Petitions Committee has articulated 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 class(es), may add a memo to the student's file, may withdraw the student's privilege of membership in the Law School, or may 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
 - 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 class for limited enroll classes).

Upon finding a student in violation of any of these requirements, the faculty member or the Rules and Petitions Committee may deny the student credit in the class, may withdraw the student's privilege of membership in the Law School, may add a memo to the student's file, or may 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 it will be reported to the appropriate licensing agency.

Each spring and summer, the Law School makes a tentative determination about which classes⁴ 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.

J.D. PROGRAM OVERVIEW

The First Year

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

All 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.

⁴ Each year, the Law School has a broad array of offerings. For purposes of these Announcements, “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.

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

Students 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.

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new course offerings. In addition, classes 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 CLASSES⁵

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 Drafting & Review and Fairness in Law & Economics, 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 strongly encouraged 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:

⁵ 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.

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 at least eight total credits in classes designated as fulfilling the experiential learning requirement set by the Accreditation Committee of the American Bar Association.

For a list of classes that will satisfy the experiential learning requirement scheduled to be offered during the 2018-19 academic year, students should consult 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 Transactional 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.

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 Transactional 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 Incubator Program at the University's Polsky Exchange. 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 Polsky Exchange 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 is offered every other year, and will not be offered during 2018-19. 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.⁶ Core classes are designated each quarter in

⁶ 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.

the online course schedule at <http://registrar.uchicago.edu/classes>.⁷ 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. 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 for purposes of registration. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class.

WAITLISTED/CLOSED CLASSES

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

⁷ 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.

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) with the exception of Booth School of Business classes, students must petition through the Office of the Registrar (see 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.
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](http://www.law.uchicago.edu/students/petitions/nonlawcourse/booth) the Law School website at www.law.uchicago.edu/students/petitions/nonlawcourse/booth. Please also review the Booth website at www.chicagobooth.edu/programs/taking-courses-at-booth. 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), students will receive an email confirmation of their registration status. If students decide not to take the Booth class for which they registered, students 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.

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 end of the Instructor Approval Add/Drop period for each quarter specified in the Academic Calendar. After the Instructor Approval Add/Drop period ends, there can be no changes in a student's enrollment except in extraordinary circumstances. A student who demonstrates extraordinary circumstances and obtains permission from the Dean of Students to drop a class after the deadline will receive a "W" (up to the last day of classes) or a failing grade (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 instructor 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. and M.L.S. degrees are awarded to students who have successfully completed 27 course hours over three quarters and who have earned a minimum 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

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. 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 in federal court, with special reference to pleading, discovery, motions practice, and judgment. 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; and principles of finality of judgments. The student's grade is based on an examination given at the end of each quarter.

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 - LaCroix, Alison

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 - 01 (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.

Winter, Spring - Baird, Douglas

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, Spring - Ben-Shahar, Omri

Criminal Law

LAWS 30311 - 01, 02 (3, 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, Winter - Lakier, Genevieve; Rappaport, John; Masur, Jonathan

Elements of the Law

LAWS 30101 - 01 (3)

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and related questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the degree to which materials that are not distinctively legal should be considered in deciding what the law is; the role that notions such as consent, coercion, and voluntary choice should play in legal decisions and policy decisions that affect the law; the question whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and some issues about moral judgments. Autumn - Strauss, David

Elements of the Law

LAWS 30101 - 02 (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

Elements of the Law

LAWS 30101 - 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 - Strahilevitz, Lior

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 - Sommers, Roseanna; Didwania, Stephanie; Crum, Travis; Kaufman, Emma; Padi, Manisha; Jones, Cree

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 - Sommers, Roseanna; Didwania, Stephanie; Crum, Travis; Kaufman, Emma; Padi, Manisha; Jones, Cree

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, and conveyancing. The student's grade is based on an in-class examination.

Winter, Spring - 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, Winter - Hemel, Daniel; Nou, Jennifer; Levmore, Saul; Chilton, Adam

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 fight against water pollution, promote clean energy, protect natural resources and human health, and address legacy contamination. 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.

Environmental Law is a co-requisite. A student enrolling in the Clinic for the first time should sign up for two credits; in subsequent quarters, she or he may enroll for one, two or three credits per quarter after consultation with clinic faculty.

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.

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. 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

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 Administrative Law

LAWS 53385 - 01 (2)

This seminar will explore contemporary issues and controversies in administrative law through recent cases, contemporary scholarship, and in-depth case studies. One aim of the course is to help participants develop greater familiarity with regulatory materials and a more grounded understanding of the practical development of regulatory policy. Students will have option between writing a major paper of 20-25 pages or a series of reaction papers. Prerequisite:

Administrative Law

Spring - Nou, Jennifer

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 (2)

This two-credit seminar will include a series of discrete topics to help students who want to become transactional lawyers hone more advanced contract skills to help clients achieve their goals. Issues covered may include: issue spotting in more complex types of agreements, effective negotiation, use of master agreements, use of term sheets/letters of intent, pros and cons of contract simplification, more complex drafting exercises, analysis of more complex risk allocation provisions, 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 seminar is an advanced contracts seminar 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.

Winter - Bernstein, Lisa

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 period begins. This course satisfies the Writing Project writing requirement. Legal Research and Writing is a pre-requisite.

Spring - Duquette, Elizabeth

Advanced Topics in Moral, Political, and Legal Philosophy: Nietzsche on Morality, Suffering, and th

LAWS 53256 - 01 (3)

Nietzsche objects to Judeo-Christian morality (and its 'ascetic' analogues in non-Western traditions) because he argues it is a fatal obstacle to certain kinds of human flourishing and cultural excellence. This is closely connected to his opposition to Schopenhauer's pessimistic view that the inescapable fact of suffering renders life without value (a life without human excellence would, on Nietzsche's view, lack value). These issues (and others, e.g., the nature of philosophy and tragedy, the conception of Dionysus) have antecedents in his early work as a scholar of antiquity and the influence of his Basel colleague, the important historian Jacob Burckhardt. Roughly the first five sessions will be devoted to reconstructing the "mature" Nietzsche's view, as represented by the *Genealogy*, but also excerpts from *Daybreak*, *Beyond Good and Evil*, *Twilight of the Idols*, and *Ecce Homo*. The remaining four sessions of the seminar will explore the historical background, in Greek literature and philosophy, the reception of Greek culture in German philosophy, and in the seminal work of his colleague Burckhardt. The ultimate goal is to reconstruct Nietzsche's view from a philosophical point of view and, as importantly, in light of the historical context. Open to philosophy PhD students without permission and to others with permission; those seeking permission

should e-mail Leiter with a resume and a detailed description of their background in philosophy (not necessarily in the study of Nietzsche). In the event of demand, preference will be given to J.D. students with the requisite philosophy background. (I) and (III) M. Forster; B. Leiter This class requires a major paper of 20-25 pages. Winter - Forster, Michael; Leiter, Brian

Advanced Trusts and Estates

LAWS 45221 - 01 (3)

The second of two connected courses on the law and practice of private wealth management and transmission, typically within the family and often across generations. This course focuses on the substantive provisions of wills and trust instruments, with concentrated attention being given to recurring construction problems and pitfalls in drafting, the creation and exercise of powers of appointment, the classification (and consequences of classification) of estates and future interests, and the impact of rules of policy restricting the disposition of property, including the rule against perpetuities. The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized. The final examination will be "open laptop" (open book but no internet).

Prerequisite: Trusts and Estates.

Spring - Gallanis Jr, Thomas

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 take-home examination.

Spring - Weinrib, Laura

Animal Law

LAWS 53129 - 01 (3)

This seminar will explore the treatment of animals in the law. We will cover several areas of the law as they intersect with animal rights and animal welfare issues, including first amendment/constitutional law, criminal law, administrative law, torts, contracts, and consumer protection law. Topics will include: factory farming practices; religious exemptions to animal protection laws; standing and other challenges to litigating on behalf of animals; and evolving theories of economic valuation of animals. Conducted in a discussion format centered around weekly reading assignments, the course will allow students to explore the latest cases, legislation, and legal theories developing in animal law. All perspectives are both welcome and open to critique. Students will be asked to form teams and lead the

discussion for a selected week's readings, and to submit a final research paper (20-25 pages).

Winter - Field, Vincenzo

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, 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 and vertical integration. The grade is based on a final in-class examination. The syllabus for the current version or most recent version of the course can be found at picker.uchicago.edu/antitrust/Syllabus.htm

Winter - Picker, Randal

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.

Autumn - Landes, William; Hirschel, Anthony

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 (20-25 pages).

Autumn 2018, Spring 2019 - Masur, Jonathan

Big Problems

LAWS 53377 - 01 (2 TO 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. This class requires instructor consent. Interested students should email their CV to Professor Weisbach at d-weisbach@uchicago.edu no later than Friday, February 16. Final grade will be based on a major paper (20-25 pages).

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 is an introductory course on the law of business organizations. The course surveys the ground rules for the organization, internal governance, and financing of corporations and other forms of business associations such as partnerships and limited liability companies, with a special emphasis on the corporation. Topics include limited liability, fiduciary duties, shareholder voting, derivative suits, and control transactions.

Autumn - de Fontenay, Elisabeth

Business Organizations

LAWS 42301 - 01 (3)

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

Winter - Henderson, M. Todd

Business Organizations

LAWS 42301 - 01 (3)

This course examines law that allows for the creation and governance of business entities, including partnerships, corporations, and limited liability companies, with special emphasis on corporations and corporate governance. Specific topics will include the role of law in creating entities that are separate and distinct from their partners, members, or shareholders and other stakeholders, the rules governing decision making by those managing the entity, mergers and acquisitions, and investor activism, including hedge fund activism. We will make use of some concepts from financial economics, including behavioral finance, but absolutely no prior experience with economics or finance is needed.

Spring - Heaton, J.B.

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 (20-25 pages) 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 and other forms of legal writing from the past 150 years. The readings will consist of a mix of public law and private law, and various scholarly methodologies, including critical race theory, law and economics, and the legal process school. 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 Ginsburg and Huq a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than midnight on August 31, 2018. Credits for this workshop: Autumn quarter: 3 Winter quarter: 2 Spring quarter 2
Autumn, Winter, Spring - Ginsburg, Thomas; Huq, Aziz; Miles, Thomas

Child Exploitation, Human Trafficking & the Supply Chain

LAWS 53132 - 01 (2 TO 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 of 20-25 pages.

Winter - Kendall, Virginia

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

Class Action Controversies

LAWS 53299 - 01 (2 TO 3)

The purpose of this seminar is to discuss and understand the rules applicable to class action litigation, the major doctrinal and policy issues that influence class action litigation, and the strategic, ethical, and practical considerations class counsel and litigants face in class action litigation. We will address class certification, notice, settlements, attorneys fees, collateral attack of class judgments, and due process considerations in class cases. There is no case book. Instead, each week I will assign cases and other materials for you to read and for us to discuss. Students may submit a major paper for three credits or a series of reaction papers for two credits. Class participation may influence the grade -- i will not reduce a grade for lack of class participation but in an unusual case I may increase a grade where I believe the student's class participation reflects greater understanding than may be indicated by the student's written submissions.

Autumn - Brody, Michael

Communications and Advocacy for Lawyers

LAWS 53398 - 01 (2 TO 3)

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, analysis, 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 a presentation and slide decks; and engaging through 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 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, with the majority of the grade coming from a final presentation and slide deck and a capstone communications plan.

Winter - Nagorsky, Marsha

Comparative and Global Immigration Regulation

LAWS 53433 - 01 (2)

The topic of Immigration has recently been among the most acute areas of focus on the national and international public agendas. This seminar will explore how the law tackles core and complex issues presented by Immigration policy design. We will address various topics including unauthorized migration, the crisis of the asylum seekers and Refugee Law, family reunification, work migration and guest worker programs and temporary versus long term migration. We will analyze those topics and others from a normative perspective as well as through a rigorous institutional design analysis adding a comparative and global perspective. We will inquire how other countries have been tackling some major immigration challenges and explore whether there are useful lessons to be drawn from these comparative experiences. We will also examine the current level of international coordination around global immigration issues and assess whether the global arena may provide a potential platform for creative solutions to tough immigration challenges. Final grade will be based on class participation and a series of short reaction papers.

Spring - Sadeh, Moran

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 20-25 page research paper sufficient to fulfill the substantial writing requirement; LLM, 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 postings, class participation and a final team paper.

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. 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

Conflict of Laws

LAWS 41501 - 01 (3)

States frequently have different laws, and so it is frequently important which state's law applies to a given case or transaction. This course will confront the choice and enforcement of law in these conflicts. We will cover the competing theories of choice of law, constitutional limits on state authority, and full faith and credit.

Application to international law and internet transactions may also be covered.

Winter - Baude, William

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) 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 to let you know whether your court has been selected.

Winter - 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 the U.S. Constitution. We will cover the traditional topics in separation of powers and federalism, including Congress's enumerated powers, the scope of executive power, judicial review, and so on. In the course of covering those substantive topics, we will sometimes explore the Constitution's meaning outside of judicial doctrine, asking how it should be interpreted by different people and institutions. The student's grade is based on class participation and a final take-home examination.

Autumn - Baude, William

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 - Huq, Aziz

Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3)

This course provides an introduction to federal constitutional law and constitutional theory. Topics to be covered include the function of judicial review; the role of the states and the federal government in the federal structure; and the allocation of powers among the legislative, executive, and judicial branches. Students who have taken Constitutional Law for LL.Ms may not register for this course.

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

Autumn - Lakier, Genevieve

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 - Stone, Geoffrey

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 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.

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, 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 of 20-25 pages, series of short papers, or final examination, with class participation taken into account. Instructor consent required for paper to be considered for SRP certification.

Spring - Case, Mary Anne

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 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. This class will help students practice American contract law at a high level of skill.
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.

Autumn - 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 divided into four sections: (1) financing decisions; (2) investment decisions; (3) private equity; and (4) venture capital. In addition to analyzing financing issues, we will consider how those issues relate to firm strategy. It will be important to examine the "big picture" assumptions used in the numerical calculations. This course also places a strong emphasis on presentation and discussion skills. **COURSE PROCEDURES** For each class meeting, I will assign study questions concerning one or two cases. 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. group can include up to 3 students. **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. Because so much of the learning in this course occurs in the classroom, it is very important that you attend every class. The memoranda will count for 10% of the final grade. The final examination will count for 50% of the final grade. The final examination will be an individual take home case analysis. Students should have an understanding of financial statements. I.e., students should be able to read an income statement, cash flow statement and balance sheet.

Spring - Kaplan, Steven

Corporate Compliance and Business Integration

LAWS 53406 - 01 (2)

This seminar explores the rapidly expanding scope of Corporate Compliance across industries and the evolving role of corporate compliance officers as business partners and culture champions. Study begins with a foundational overview of the relevant legal and policy mandates, proceeds to explore Corporate Compliance's role in operational oversight and risk mitigation, and finishes with an examination of Corporate Compliance's evolving role in enterprise risk, strategy and culture. The first section of the course will provide insight into the legal, regulatory and risk management considerations that have driven business organizations to develop and enhance their internal programs for identifying and managing compliance risks. The second section will focus on case studies from different industries, and from the separate perspectives of business leaders, regulators, consumers and employees. The final section of the course will focus on the intersection of compliance and organizational culture, and illustrate how to leverage the tools of policy, training, and leadership engagement to build cultures of integrity. The course will include academic, regulatory and business readings as well as interactive case studies, where students will apply practical solutions to real risk and corporate integrity challenges faced by multinational organizations in a variety of sectors and explore the consequences for the compliance function.

Autumn - Deegan, Forrest

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 (WP) requirement and will be due approximately 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. The principles and concepts of corporate finance are essential to understanding modern corporate transactions. Increasingly, lawyers must understand these principles in order to structure transactions in ways that achieve particular business objectives. The concepts in this class are also of great value to lawyers outside the corporate area: financial principles can be fruitfully applied to a wide variety of legal questions, ranging from estate planning to the calculation of tort awards. This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field (rather than those with an MBA or with an undergraduate finance major). It does not use any mathematics beyond basic arithmetic and some simple algebra.

Autumn - 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 (20-25 pages).

Winter - 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
Spring - Weisbach, David

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

Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3)

This course covers the constitutional law of governmental investigation of crime, primarily focusing on the law of searches, seizures, and custodial interrogations. The grade is based on a final in-class examination.
Winter - McAdams, Richard

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.
Spring - Rappaport, John

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 rules that govern police investigations, this course examines the constitutional and 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 and ethical issues surrounding the representation of criminal defendants. Guest speakers typically include two U.S. District Court judges, a federal magistrate judge, and a current or former Assistant U.S. Attorney. 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: Lending

LAWS 53227 - 01 (3)

The worlds of corporate finance and secured transactions law reform interact to make cross-border lending a dynamic, cutting-edge field of law. Due to the rapid globalization of U.S. business, U.S. banks and other lenders are increasingly asked to finance the international business activities of U.S. middle-market companies, often in countries that have laws incompatible with U.S. secured transactions laws. At the same time, the United Nations Commission on International Trade Law (UNCITRAL), the World Bank and other international organizations are actively encouraging developing countries (where access to capital is limited) to modernize their secured transactions laws to make low-cost secured credit available to small and medium-sized enterprises, thereby creating jobs, raising standards of living and contributing to a country's overall economic growth and political stability. This seminar explores both worlds. Students will examine the broad array of legal and

practical issues encountered by U.S. lenders as they make loans to foreign companies, obtain security interests in foreign collateral and finance foreign corporate acquisitions. They will also study recent initiatives in secured transactions law reform, and consider how these initiatives exert a profound influence on cross-border corporate finance in developed as well as developing countries. Richard Kohn, a founder of the Chicago law firm Goldberg Kohn Ltd., specializes in representing lenders in cross-border lending transactions, and has been active for over a decade as a member of the UNCITRAL Expert Group in developing various secured transactions law reform texts, including the UNCITRAL Model Law on Secured Transactions. Because cross-border lending touches upon many areas of law, the seminar provides a useful introduction to international commercial transactions in general.

Winter - Kohn, Richard

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 Controversies in Corporate and Securities Law

LAWS 52202 - 01 (3)

This seminar deals with the most important developments in U.S. (and to some extent global) corporate and securities practice during the preceding year. The seminar and discussions provide analysis of the legal, political, and economic implications of these Developments. Students may select a paper (law firm style memo) topic from a list provided in the first class, or with the instructor's permission, choose their own topic. A few of the suggested topics will relate to an industry area, which for 2018-19 will include controversies over regulation of certain foods (e.g., foie gras, haggis, sugary drinks, overfishing . . .). Each student

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

Winter - Shepro, Richard

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-requisite: Criminal Law

Winter - Fitzgerald, Patrick; Scudder, Michael

Cybercrime

LAWS 53354 - 01 (3)

This seminar will explore the legal issues raised by cybercrime. Topics will include: computer hacking and other computer crimes, the Fourth Amendment and civil liberties in cyberspace, the law of electronic surveillance, the freedom of speech online, technological tools used to combat cybercrime, and international cybercrime. Students are required to participate in class sessions, prepare short response papers, and write a paper on an approved topic. Grading in the course will be based on classroom participation (25%), discussion papers (35%), and the final paper (40%).

Spring - Driscoll, Sean; Ridgway, William

Disruptive Technologies and the Evolution of Corporate Law

LAWS 53115 - 01 (1)

This short class will introduce students to the unique financial, legal and entrepreneurial culture of the San Francisco Bay Area ("Silicon Valley") and explore

how that unique entrepreneurial culture influences the development of Delaware corporate law. Silicon Valley is the story of business renegades with limitless determination, self-confidence and immense wealth. These new titans of industry-the tech industry-are rewriting the rules of business and often attempting to circumvent legal obstacles or invent new legal rules. This course will focus on areas of Delaware's jurisprudence that have evolved to meet or address emerging developments in certain disruptive technologies and respond to some of the most radical companies to arise in the unique culture of Silicon Valley.

Spring - Chandler III, William

Divorce Practice and Procedure

LAWS 53397 - 01 (3)

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 in the role of 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; also, premarital and post marital 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 discuss and argue issues not only with instructors, but also with one or more sitting Illinois Domestic Relations Court Judges, interacting 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 including 2 short papers, and one-third on an open book final exam comprised of essay questions.

Autumn - Schiller, Donald; Wyatt, Erika

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

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 short reaction and/or research papers (20-25 pages). There are no prerequisites required for this seminar. Students must submit either: a) a series of short reaction and research papers which must total at least 20-25 pages, including at least one research paper of 10 or more pages or b) a major research paper of at least 20-25 pages.

Autumn - Wolf, Charles

Employment Law

LAWS 43511 - 01 (2 TO 3)

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

the class may write a 10-12+ page research paper in addition to the final exam.
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 Seminar

LAWS 53127 - 01 (3)

The Energy Law Seminar exposes students to current issues facing energy industry practitioners. Topics covered include United States shale developments, international energy projects, facilities procurement/construction, the natural resources curse, energy finance challenges, and energy litigation/arbitration trends. The Energy Law Seminar also includes two competitive simulations: (1) shale/private equity simulation in which students are divided into management and private equity backers and seek to negotiate joint ventures; and (2) West Africa exploration simulation, in which teams bid on real petroleum licenses in West Africa, engage in a multilateral negotiation with other teams to acquire and divest license interests, and then drill wells by rolling dice to determine which of the 50 petroleum prospects are discoveries. The grade is based on in-class participation (including presentations and simulation performance), negotiation sessions

between class meetings, written agreements/memoranda, and a final essay (in the form of a blog post).

Autumn - Gaille, Shelby

Enforcement Risk in Cross-Border Transactions

LAWS 53222 - 01 (3)

This seminar will examine enforcement risk and mitigation strategies encountered in international and cross-border transactions. In particular, we will spend time considering the contours of risk flowing from bribery, corruption, economic sanctions and money laundering issues. We will focus on legal and reputational risk, as well spend some time on financial risk incident in these transactions. Students will gain an in-depth understanding of key U.S. and foreign laws (like the U.S. Foreign Corrupt Practices Act and the U.K. Bribery Act) relating to cross-border enforcement, explore common red flags found in global transactions, explore how different transactions (including LBOs, real estate, credit, and other alternative investment vehicles) impact international risk mitigation strategies, and how to structure deals based on the varying risks presented. A major paper of 20-25 pages is required for this class.

Spring - Goel, Asheesh

Entrepreneurship and the Law

LAWS 53192 - 01 (3)

This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, including by micro-enterprises and high-growth disruptors. 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. Students' grades will be based on active participation, a written assignment, and a research paper.

Autumn - Kregor, Elizabeth; Hermalik, Amy

Environmental Law

LAWS 46001 - 01 (3)

This course introduces students to the laws, policies and theories related to environmental protection in the United States. No environmental, engineering or science background is required, and it is not necessary to take Administrative Law before or during enrollment in this course. The course reviews different, and often competing, objectives related to the environment: development and use of natural resources, preservation of nature, protection of human health, economic efficiency,

and distributional equity. The course explores in depth how the common law and the major federal environmental statutes (e.g. the Clean Air Act, the Clean Water Act, etc.) address these objectives. The student's grade is based primarily on a final examination.

Autumn - Templeton, Mark

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

Ethics for Transactional Lawyers

LAWS 41015 - 01 (3)

This class will focus on ethical issues faced by transactional lawyers. We will consider the role of a transactional lawyer, the various sources of guidance for transactional lawyers (in light of the fact that the Model Rules are largely litigation focused), the intersection of personal morality and rules-based ethics, individual and organizational practice pressures that can cause lawyers to violate ethics norms, and select ethics issues faced by transactional lawyers in practice (including, e.g., ethics issues arising when drafting contracts, negotiating agreements, conducting due diligence, and providing opinion letters). Grades will be based upon active class participation in discussions and simulations, plus a final paper (20-25 pages).

Winter - Neal, Joan

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 (20-25 pages), but a final examination will also be offered as an option.

Autumn - Helmholz, Richard

Evidence

LAWS 41601 - 01 (3)

This course examines the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance, character evidence, the hearsay "rule" and other rules of exclusion, and examination and privileges of witnesses. The grade is based on a final in-class examination.

Winter - Rappaport, John

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; Leonard, Karl

Fairness in Law and Economics

LAWS 51705 - 01 (2)

This seminar will explore the connections between fairness and the economic analysis of law. We will probe the standard view that fairness and the economic concept of efficiency are rival considerations, and consider the extent to which they may complement each other. Topics will include a mix of positive analysis (how

fairness perceptions influence the way parties behave), normative analysis (including questions of how best to carry out redistribution), and selected legal applications in different doctrinal areas (likely including property, contracts, torts, and criminal law, among others). The student's grade will be based on a series of short papers and class participation.

Winter - Fennell, Lee; McAdams, Richard

Family Law

LAWS 45001 - 01 (3)

This course will explore legal issues relating to the formation, maintenance, and dissolution of family relationships. Topics include (1) the changing social and legal definitions of the family; (2) the legal formation of traditional and non-traditional adult intimate relationships; (3) legal parentage and adoption; (3) dissolution of family relationships and obligations at divorce; (4) and constitutional issues arising out of government regulation of family relationships. Special attention will be paid to the interaction between law and social change, including changing social norms concerning extra-marital sex, women's increased participation in the workforce, the rise of non-traditional families, and advances in reproductive technology. Grading is based on a final examination and class participation.

Autumn - Collins, Kristin

Federal Courts

LAWS 41101 - 01 (3)

This course deals with the allocation of judicial work between the state and federal courts, as well as the jurisdictional tensions that arise from a dual judicial system. In addition, the course considers the relationship between the federal judiciary and Congress, particularly as it implicates legislature's power to structure and limit the federal courts' subject matter jurisdiction. This is a practical course, as well as one that implicates important theoretical issues about decision-making institutions under our federal system of government.

Autumn - Smith Jr., Fred

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.

Winter - Huq, Aziz

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. Constitutional Law I is a prerequisite, though it may be waived in special circumstances. The student's grade is based on class participation and a final take-home examination.

Spring - Baude, William

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 course in Spring 2019 and the Intensive Trial Practice Workshop at the beginning of 3L year. 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 Justice Practice and Issues

LAWS 53386 - 01 (2)

This practice-oriented course integrates instruction on federal pretrial criminal procedures and issues with student practice exercises overseen by the instructor. The course will cover federal criminal practice from investigation up to trial,

utilizing examples from recent federal criminal investigations and cases. The course will provide opportunities for student performance to develop professional skills and understanding. In particular, the course will provide instruction on (i) federal investigations and related issues (including Grand Jury proceedings, witness immunity, and search warrants); (ii) corporate internal investigations; (iii) federal charging decisions; (iv) initial appearances following arrest and accompanying bail/detention hearings (v) discovery under the federal criminal rules; (vi) pretrial motions and practice; and (vii) plea agreements and hearings. Students will engage in periodic practice simulations related to the pretrial stages of a federal criminal case. For example, students will conduct mock witness interviews in the context of a corporate internal investigation, present motions and arguments seeking, and objecting to, pretrial detention, and present motions and argument seeking to exclude or admit evidence. The course thus will provide opportunities for oral and written advocacy focusing on federal criminal pretrial practice. Each class session will also include discussion of practical and strategic issues facing both the defense and the prosecution under real-world circumstances at each pretrial stage. A student's grade will be based on class participation and written and oral performance in the simulated practice exercises.

Winter - Doss, Michael

Feminist Economics and Public Policy

LAWS 53215 - 01 (2 TO 3)

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. Evaluation will be based on class participation, and short research/response papers. Non-law students must have instructor consent to enroll.

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 of 20-25 pages.

Spring - Bierig, Jack

Food Law

LAWS 53308 - 01 (3)

This seminar will examine issues relating to food law and food policy. Topic covered will include: food safety, food labeling, genetically modified agriculture, corn policy, regulation of food quality, factory farming, restaurant regulations, and more. Students will have to write an SRP paper of 20-25 pages and make a presentation in class.

Spring - Ben-Shahar, Omri

Foreign Relations Law

LAWS 43269 - 01 (3)

This course examines the constitutional and statutory law 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. Grades will be based on a final examination.

Spring - Posner, Eric

Global Inequality

LAWS 53294 - 1 (3)

Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around \$47,000 and in Europe it is around \$30,500, while in India it is \$3,400 and in Congo, it is \$329. There are equally unsettling inequalities in longevity, health, and education. In this interdisciplinary seminar, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, of political institutions, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education? In seeking answers to these questions, the class will combine readings on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For, example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country. Students will be expected to write a paper (20-25 pages), which may

qualify for substantial writing credit. Non-law students need instructor consent to enroll.

Winter - Weisbach, David; Nussbaum, Martha

Greenberg Seminars: Identity Politics and the State

LAWS 92000 - 04 (1, 0 TO 1)

We live in an era of identity politics, though a preference for one's family and "group" seems to be hard-wired. How do these affiliations affect loyalty to a state or the emerging preference, especially by the well-educated, for thinking of oneself as a global citizen rather as one loyal to a particular tribe, religion, state, or nation? How do these affiliations affect domestic politics, our own lives, and national policies? We will discuss these and related questions by grounding them in five books, beginning with Amy Chua's *Political Tribes: Group Instinct and the Fate of Nations*, before moving on to more local puzzles and conflicts.

Autumn, Winter - Roin, Julie; Levmore, Saul

Greenberg Seminars: Our Algorithmic Futures

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

Machine learning, and other 'artificial intelligence' tools, increasingly sculpt the regulatory, discursive, political, economic, and scientific landscapes. This Greenberg addresses the ways in which these new technologies will alter our lives and societies, or reproduce (for better or worse) entrenched elements of those societies.

Autumn, Winter, Spring - Huq, Aziz; Stephanopoulos, Nicholas

Greenberg Seminars: Stories of Migration

LAWS 92000 - 05 (1, 0 TO 1, 0 TO 1)

People migrate for many reasons. Some search for better lives and opportunities, others flee poverty, violence and political unrest, and still others migrate to join family and build communities. Many family histories include a migration story, and these stories are a central aspect of modern life for people around the world. This seminar will explore these stories, from the decision to leave home, to the journey itself, to the process of finding a temporary or permanent home, through novels and films. Reading and viewing will likely include: *Americanah*, by Nigerian author Chimamanda Ngozi Adichie (2013 novel which tells the story of a young Nigerian woman who emigrates to the United States to attend university); *Exit West*, by Pakistani author Mohsin Hamid (2017 novel focused on themes of emigration and refugees); a selection of short stories from *The Refugees* (2017), by Vietnamese author Viet Thanh Nguyen; *Which Way Home* (2009 documentary that follows unaccompanied child migrants on their journey through Mexico toward the United States); and *The Joy Luck Club* (1993 film telling the story of four Chinese

women who immigrated to the United States, and their relationship to their adult daughters who grew up in the United States).

Autumn, Winter, Spring - Buss, Emily; Flores, Claudia

Greenberg Seminars: The Law and Economics of Craft Beer

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

In the early 1980s, the United States was home to fewer than 100 breweries. Today, there are more than 6,000. This spread of small "craft" breweries has happened at a time when most other industries have been characterized by greater concentration. This seminar will explore the history of craft brewing as well as the legal and economic issues facing the industry today. Topics covered will include: Prohibition and its aftermath; the three-tier system of alcohol distribution; the 1978 excise tax exemption for home brewing and the craft beverage provisions in the December 2017 federal tax law; trademark issues in the craft beer industry; and ongoing conflicts regarding state regulation of brewpubs. The seminar also will compare U.S. and foreign laws regarding beer and will consider implications of international trade law for the beer industry.

Autumn, Winter, Spring - Hemel, Daniel; Chilton, Adam

Greenberg Seminars: The McCarthy Era and the Writers

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

During the McCarthy era from the late 1940s through the 1950s, many prominent writers and other artists were hounded by the House Un-American Activities Committee, and some were blacklisted from working in media. This Greenberg looks at a group of distinguished left-wing writers who testified before HUAC and who dealt with the challenge in a variety of ways: Lillian Hellman, Arthur Miller, Clifford Odets, and Howard Fast. We will read Hellman's *Scoundrel Time* to examine the hearings, and then we'll look at a group of works to see how they express themes of anti-capitalism and/or anti-authoritarianism: Miller's *Death of a Salesman*, *The Crucible*, and *All My Sons*; Hellman's *The Little Foxes* and *Watch on the Rhine*; Odets's *Waiting for Lefty* and *Golden Boy* (as well as *Darkness at Noon* by Arthur Koestler as an international example); and Fast's *Spartacus*. Does the political analysis stand up today, and what else helps make these works lasting parts of literary history?

Autumn, Winter, Spring - Birdthistle, William; Nussbaum, Martha

Greenberg Seminars: Why I don't like to talk about race (and gender)

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

In this class we will explore why it is so difficult for people to have conversations about race and gender. Our quest throughout the seminar will be to develop a better understanding of the unique historical and cultural underpinnings that make modern discussions about race and gender fraught with blame, denial, fear and discomfort, and we will do so primarily through materials focused on race. We will

explore the history of racism in the U.S. by reading portions of *Stamped from the Beginning* by Ibram X. Kendi. We will also explore how whiteness interacts with this history by reading *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo. We will watch the TedX talk by Chimamanda Ngozi Adichie that was the basis for her book *We Should All Be Feminists* and may watch an additional movie or read a supplemental article. While there are significant differences in what underpins discussions about race and gender, there is also significant overlap and conversations about either are incomplete when they don't acknowledge that both matter. In developing a better understanding of why modern discussions about race and gender are so difficult, we intend for participants to walk away from the seminar with a better understanding of their own relationship with the issue and how to navigate it in social and political contexts.

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

Greenberg Seminars: Wine and the Law

LAWS 92000 - 03 (1, 0 TO 1, 0 TO 1)

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

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

Hate Crime

LAWS 53704 - 01 (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 of 20-25 pages.

Spring - Linares, Juan

Health Law

LAWS 46201 - 01 (3)

Health Law is a survey course covering key issues including the financing of healthcare, health regulation, bioethics, and public health. A major paper of 20-25 pages is required.

Spring - Ahmed, Aziza

Hellenistic Ethics

LAWS 43206 - 1 (3)

The three leading schools of the Hellenistic era (starting in Greece in the late fourth century B. C. E. and extending through the second century C. E. in Rome) - Epicureans, Sceptics, and Stoics - produced philosophical work of lasting value, frequently neglected because of the fragmentary nature of the Greek evidence and people's (unjustified) contempt for Roman philosophy. We will study in a detailed and philosophically careful way the major ethical arguments of all three schools. Topics to be addressed include: the nature and role of pleasure; the role of the fear of death in human life; other sources of disturbance (such as having definite ethical beliefs?); the nature of the emotions and their role in a moral life; the nature of appropriate action; the meaning of the injunction to "live in accordance with nature". If time permits we will say something about Stoic political philosophy and its idea of global duty. Major sources (read in English) will include the three surviving letters of Epicurus and other fragments; the skeptical writings of Sextus Empiricus; the presentation of Stoic ideas in the Greek biographer Diogenes Laertius and the Roman philosophers Cicero and Seneca. This course complements the Latin course on Stoic Ethics in the winter quarter, and many will enjoy doing both. Admission by permission of the instructor. Permission must be sought in writing by September 15. Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation, plus my permission. This is a 500 level course. Ph.D. students in Philosophy, Classics, and Political Theory may enroll without permission.

Autumn - Nussbaum, Martha

History of the Law of Corporate Reorganizations

LAWS 53117 - 01 (3)

This seminar reviews the development of the law of corporate reorganizations, beginning with 18th century insolvency and bankruptcy laws before turning to 19th century compositions and receiverships, followed by a study of the passage of the 1898 Bankruptcy Act, the Chandler Act, and then the 1978 Bankruptcy Reform Act. Each session will focus on discrete issues in reorganization law. Students will both make oral presentations and write reaction papers totaling 20-25 pages.

Winter - Baird, Douglas

Housing Initiative Transactional Clinic

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

The Housing Initiative Transactional Clinic provides legal representation on complex real estate development projects to build affordable housing. Clients include nonprofit, community-based affordable housing developers and housing cooperatives. Students serve as deal lawyers, working with clients and teams of professionals -- such as financial consultants, architects, marketing professionals, property managers, and social service providers -- to bring affordable housing and

mixed use development projects to fruition. Projects range from single family rehabs with budgets in the \$30,000 to \$75,000 range, to multi-million dollar rental and mixed use projects financed by low income housing tax credits, tax exempt bonds, TIF, and other layered subsidies. Students also counsel nonprofit clients on governance and tax issues related to their work. In addition to their client work, students 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 real estate development 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 Transactional 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

How Law & Legal Instit. Address (Or Fail to Address) the Impacts of Racial Segregation in Chicago

LAWS 53311 - 01 (2)

Chicago is among the most racially segregated major cities in America and also has one of the greatest disparities in poverty rate by race. Racial segregation in Chicago is the product of governmental policies and socio-economic trends. Such segregation has in turn given rise to many social justice issues that impact the Chicago communities that surround the Law School. This two-credit seminar is designed to examine social and legal problems in Chicago that are connected to racial segregation in the city. In doing so, the seminar will provide an opportunity to evaluate how different areas of law interact with and effect a complex web of social problems. This seminar will meet once a week, for two hours. The introductory session will provide an overview of the historic drivers of racial segregation in Chicago, key contemporary racial, socio-economic, administrative and political dynamics in the City. After that introductory meeting, each subsequent session will be led by a different faculty member and focused on exploring the ways key laws, policies, and legal institutions within a particular area of law create or exacerbate social ills related to racial segregation. Sessions focused on criminal law, policing, environmental justice, human rights, corporate law, immigration, and housing are anticipated. Each session will present a tailored mix of substantive legal doctrine, interdisciplinary insights, and practical perspectives on the way law and legal institutions redress or reinforce a particular social challenge in contemporary Chicago. In particular, each session will feature either a skills-based component, to present how the law operates in reality, or a presentation conveying the real-world effect of legal institutions on a community. Students will be assessed in the following ways: 1) weekly blog-style reactions to

the readings in advance of the week's seminar; 2) a final short reaction paper; and 3) class participation.

Spring - Weinstock, Robert; Albinak, Kelly; Zunkel, Erica; Hermalik, Amy; Tepfer, Joshua

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.

Autumn - Tirres, Allison

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. A commitment of at least two consecutive quarters is required.

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

Intensive Negotiation Seminar

LAWS 81003 - 01 (2)

This intensive negotiation skills seminar ("bootcamp") offers students an opportunity to develop skills and strategies for application in all areas of personal and professional life. Students will be introduced to conceptual frameworks for understanding how agreements are reached or not reached, and they will have ample opportunities to practice negotiation in structured simulations and other experiential exercises. Seminar discussions will consider contributions from law,

game theory, psychology, and more. Students will be encouraged to develop their own tools and practices of inquiry to enable continued learning about negotiation beyond this seminar.

Autumn, Spring - Solomon, Ian

Intensive Trial Practice Workshop

LAWS 81009 - 01 (2 TO 3)

This is a required class for participation in the Civil Rights-Police Accountability Clinic, the Criminal & Juvenile Justice Project Clinic, and the Exoneration Project Clinic. This class is strongly recommended for participation in the Employment Law Clinic and the 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 demonstrations and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting state and federal court judges. Open to 3L 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. Students who have taken Trial Advocacy (LAWS 67603) or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this class.

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

International Arbitration

LAWS 53310 - 01 (2)

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, including a mock arbitration exercise. 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 (20-25 pages). 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 Business Transactions

LAWS 53123 - 01 (3)

This seminar provides a detailed review and analysis of a number of business transactions in a complex international setting. The documents underlying these transactions include: (i) an acquisition agreement, (ii) a joint venture agreement, (iii) an outsourcing agreement and (iv) a distribution agreement for the sale of goods. These documents will be reviewed in the context of these transactions, which involve business entities in several countries. Students will be asked to identify and address key legal issues. They will be asked to analyze, draft and revise key provisions of these agreements and determine whether the drafted provisions achieve the objectives sought. Students will also be asked to prepare several short papers addressing key legal issues underlying provisions of these agreements and the transactions involved. Students will be graded based upon (i) the quality of their preparation for and participation in the seminar (ii) their work product in connection with several drafting assignments and (iii) the quality of the short papers addressing specific issues. There will not be a final examination.

Spring - D'ambrosio, Alan

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.

Spring - 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; Guruli, Nino

International Humanitarian Law

LAWS 53322 - 01 (3)

This course is an introduction to international humanitarian law (IHL), otherwise known as the law of armed conflict. It will cover cover sources of IHL, including: the Hague and Geneva treaty regimes; jurisprudence of international and national courts; national legislation, especially in the United States; and the practice of both state militaries and non-state actors. The course will explore three fundamental tensions that structure recurring debates in IHL: between humanitarianism and war; between state and non-state forms of organized violence; and between the formal equality of sovereign states and the realities of an unequal international system. The class will require a series of research papers totaling 20-25 pages.
Winter - Li, Darryl

International Law of Sovereign Debt Crises

LAWS 43289 - 01 (3)

This seminar will cover the international law that applies to sovereign debt crises, i.e., crises that occur when nation states default on their bonds or loan obligations. We will begin by discussing the elements of sovereign debt finance, the key contractual provisions of debt agreements, legal doctrines bearing on sovereign debt (such as sovereign immunity, odious debts and state succession), and the process for rescheduling or otherwise resolving impaired debt. Such recent cases as Argentina, Greece and Ukraine will provide concrete and practical context for our discussions. We also will consider the roles of various international bodies, such as the IMF and the European Central Bank, and proposed international regimes for resolving defaulted debt. We will use Lastra and Buchheit, "Sovereign Debt Management", Oxford University Press 2014 and other materials to be provided by the Lecturer. There are no prerequisites for the course. The grade will be based on a paper of approximately 25 pages, as well as on class participation.
Winter - Foorman, James

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 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 class provides an introduction to the design and operation of the federal income tax. Topics covered in this class include the definition of income, deductions, the tax treatment of gains and losses generated by sales and other dispositions of assets, realization and other timing issues, and tax shelters. The class uses a combination of lectures, problems, and class discussions to teach students about the interplay of the Internal Revenue Code, regulations and other agency interpretations of the Code, and judicial opinions in the administration of tax law. This class will also look into the policies underlying the design of the tax system. There are no prerequisites for this course.

Autumn - Roin, Julie

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

Spring - Hemel, Daniel

Islamic Law: Foundations and Contemporary Issues

LAWS 53360 - 01 (3)

Since its inception, Islamic Law has grown from a set of rules governing life in 6th century Arabia to a global body of law developed across time and place with application to religious, civil, criminal, constitutional, commercial, and international law. The primary objective of the seminar will be to give students a basic understanding of Islamic Law and the issues faced in applying Islamic Law in the modern context. The seminar will cover the origins and historical development of Islamic Law, Islamic legal theory, scope and application of Islamic Law, and selected current issues such as Islamic Finance. Modern constitutional law issues regarding sources of law, religious freedom, public interest, and related issues in Muslim majority countries will be reviewed as well as the debates around the application of Islamic Law for Muslim minorities living in secular states. Special attention will be paid to comparative law aspects of Western legal theory and Islamic legal theory in light of the historical introduction of Western legal systems to the Muslim world through Colonial and post-Colonial experiences. Current political debates around Shari'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 semester 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 the law firm of Kirkland & Ellis 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 Kirkland & Ellis 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. Non-law students who seek to enroll in this class should email Professor Bajwa at: Kamran.bajwa@kirkland.com.
Autumn - Bajwa, Kamran

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. If you have taken LAWS 50311 previously, no special approval is needed. 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 (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. All students are required (1) to have an individual conference at which the paper topic is approved, (2) to turn in a rough draft for comments, and then (3) to turn in a final paper of 20-25 pages.

Winter - Wood, Diane

Judicial Opinions and Judicial Opinion Writing

LAWS 52003 - 01 (3)

Judicial opinions are the means by which judges explain their rulings to the litigants and their lawyers, and in many instances (depending largely, but not exclusively, on whether the judge is writing on behalf of a court of review) to the bar as a whole, other judges, other branches of government, and/or the public at large. For those of you planning to serve as a law clerk after graduation, opinion drafting and editing likely will comprise the lion's share of your work. For those of you planning on a career as a litigator, understanding the elements of judicial opinion writing will help you to effectively frame your arguments in your briefs and at oral argument. And for all of you, reinforcing the skills necessary to write clearly and edit wisely will serve you well whatever your future plans.

The class will begin with a careful review of the work of some well known judges, past and contemporary. The remaining sessions will proceed largely in a workshop format. For the first half of the remaining sessions, each of you will rewrite a recent, published appellate opinion that we will select. For the second half, each of you will write an appellate opinion from scratch based on a real case that we will select and that will recently have been argued. If your opinion is up for discussion for a given week, we will ask that you post it to the class site by noon on the Monday preceding the class so that we and the other students can read it. More than one student will be assigned each rewritten and original opinion, enabling the class to compare different approaches taken to the same set of problems. The point of this, as you'll see, is entirely pedagogical; it is not to turn this class into the law school equivalent of Top Chef or Project Runway. There is no single right way to construct an eminently readable and learned opinion.

Winter – Hochman, Robert; Feinerman, Gary

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 (2 TO 3, 2 TO 3, 2 TO 3)

The Kirkland & Ellis Lab provides students with a forum for working closely with legal and business teams at top-tier multinational companies, leading nonprofits, and entrepreneurial startups. The primary goal of the 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. Clients will include Abercrombie & Fitch, Accenture, Baxter Healthcare, Booth School of Business New Venture Challenge (Spring Quarter), GE Healthcare, Honeywell, IBM, John Deere, Microsoft, Nike, Northern Trust, Schreiber Foods, and Verizon Communications. Corporate Lab students also will have the opportunity, should they wish, to negotiate a simulated cross-border transaction opposite students of a leading foreign law school as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter). Please note: (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, and (iii) 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. (Reduced 2-credit option available with instructor permission.)

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

Labor Law

LAWS 43101 - 01 (3)

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

Winter - Weinrib, Laura

Law and Economic Development

LAWS 43232 - 01 (3)

Why do some nations perform better than others, whether measured by income, happiness, health, environmental quality, educational quality, freedom, etc.? We explore the proximate causes of inequality across countries, including the role of human capital, natural resources, technology and market organization. We also explore the root causes of long term differences in welfare. We will consider the role of geography (e.g., location in tropical areas) and technological development (e.g., the impact of plow agriculture) on welfare. We will spend a substantial amount of time on the role of institutions, broadly defined, on development. We will explore the value of state capacity, democracy, and the common law. We will study the impact of disruptions such as the slave trade, colonialism and war. Ultimately, we will try to understand the implications of each explanation for development policy. Time permitting, we will also consider consider optimal, second-best rules for countries with weak state capacity and limited rule of law. Students will be required to complete a review and critical analysis of the literature on a specific topic in development. The topic must be approved by the professor.

Spring - Ginsburg, Thomas; Malani, Anup

Law and Public Policy: Case Studies in Problem Solving

LAWS 53218 - 01 (2)

This class examines the intersection of law and public policy and the lawyer's role in helping to formulate and defend public policy choices, using recent, real-world problems based on the instructor's experience as Corporation Counsel for the City

of Chicago and senior legal advisor to Mayor Rahm Emanuel. While the course will be conducted in a seminar/discussion format, a significant portion of each class will be devoted to hands-on role-playing in which students will play the role of legal advisors to an elected official, grappling with and proposing solutions to vexing issues of public policy. While this course may be of particular interest to students who are interested in public service and public policy-making, its emphasis on developing students' analytical and problem-solving skills and on providing hands-on, practical experience in advising clients on complex issues should be of benefit to any student, regardless of interests and career objectives. Providing legal analysis and advice and counseling clients on available options are a critical part of almost every legal career, whether as a litigator or transactional lawyer in a private firm or as in-house counsel for a corporation or not-for-profit. Assigned reading will include press articles, proposed legislation, briefs and pleadings, and other materials concerning the case studies/public policy issues that will be examined. Students will be expected to identify and analyze legal issues and limits, competing legal and policy interests, and possible policy alternatives and advise their "client" accordingly. Grades will be based on class participation and performance in role-playing exercises and short (5 page) reaction papers concerning three of the case studies that will be examined.

Autumn - Patton, Stephen

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. Non-law students must apply by emailing Curtrice Scott, Esq., Director, Coase-Sandor Institute at curtrice@uchicago.edu. A series of research papers is required totaling 20-25 pages.

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 (20-25 pages) 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 exam. 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 (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 Model 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. are aspects of the practice of law 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, role playing, class discussions, and class competitions. A short quarter ending presentation is required. Students will be evaluated both on the quality and extent of their participation and the presentation 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. 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 public interest and government attorneys. Among the topics that will be explored is the challenge of defining who the client is in government practice and how that interplays with conflict of interest rules. Time will also be devoted to exploring the nature of the attorney-client

relationship, 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

LAWS 44201 - 01 (3)

This course is an introduction to lawmaking in the modern administrative state. It will examine how Congress and administrative agencies adopt binding rules of law (statutes and regulations, respectively) and the ways that implementing institutions – courts and administrative agencies – interpret and apply these rules. The course will consider the structure of the modern administrative state, the incentives that influence the behavior of the various actors, and the legal rules that help to structure the relationships among Congress, the agencies, and the courts. The text for the course is Manning & Stephenson, eds., *Legislation and Regulation*, 3d Edition (Foundation Press 2017). Grades will be based on an examination at the end of the semester.

Winter – Doerfler, Ryan

LGBT Law

LAWS 53365 - 01 (3)

This seminar examines the treatment of gender, sexual orientation and related questions of sexuality and identity in the U.S. legal system. The course emphasizes constitutional jurisprudence and theory with a particular focus on the First Amendment and the equal protection and due process guarantees, and statutory antidiscrimination provisions. Topics covered include marriage rights, student speech, the definition of sex under the equal protection guarantee and statutory antidiscrimination provisions, the rights of students to access sex segregated facilities, public and private workplace concerns, rights of intimate and expressive association, and asserted conflicts between religious liberty and nondiscrimination principles.

Winter - Taylor, Camilla

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

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). 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. 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, this class is helpful to students pursuing consulting careers, developing

entrepreneurial businesses, or interested in understanding and analyzing growth and demand strategies of a corporation. Previous business experience is helpful for this course.

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. 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. 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 agreement. 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 Negotiating Merger and Acquisition 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 - Davis, Scott

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 - Noller, Lisa

Negotiating Merger and Acquisition Agreements

LAWS 53366 - 01 (2)

In this experiential 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; and (ii) classroom performance (including in-class performance in the simulated negotiations). 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

Network Industries

LAWS 43233 - 01 (3)

This course addresses the regulation of natural monopoly. Historically, the industries that match with that description have been public utilities (think electricity and telecommunications) but modern platform industries (say Google,

Facebook and the like) also are naturally relevant. The emphasizes the substantive law and pays little attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. The student's grade is based on a final examination. The syllabus for the last version of the course is located at picker.uchicago.edu/NetIndus/Syllabus.htm but the course is likely to change a fair amount with more of an effort to target modern platform industries.
Spring - Picker, Randal

Non-Profit Organizations

LAWS 53202 - 01 (2)

This seminar explores the laws and policies governing nonprofit organizations and charitable giving. Topics covered include: the formation, dissolution, and restructuring of nonprofit organizations; fiduciary duties of officers and directors; criteria for exemption from federal income tax; political activities of nonprofit organizations; 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. Students will have several opportunities throughout the quarter to meet and speak with leaders of local nonprofit organizations, who will be guests in the seminar. 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.
Spring - Hemel, Daniel

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

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

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 people who are living in poverty or otherwise vulnerable. 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, representing tenants with disabilities, the intersection between domestic violence and housing, and the extensive and often misunderstood connection between criminal law and housing.

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 series of short reaction papers and class participation (2 credits).
Student who wish to earn 3 credits will be writing an additional long paper.
Spring - Hammond, Andrew

Precedent

LAWS 53403 - 01 (3)

In this seminar we will consider several different aspects of the doctrine of precedent. Do lower courts have to obey the precedents of higher courts? If so, why, and when? Does the Constitution permit the Supreme Court to follow precedent, even when that precedent misinterprets the Constitution? If so, why? And under what circumstances can or should precedents be overturned? Is it possible to have a principled doctrine of precedent? We will consider both examples from case law and arguments from text, structure, and history. A major paper of 20-25 pages is required.
Spring - Baude, William

Pretrial Litigation: Strategy and Advocacy

LAWS 52410 - 01 (3)

This seminar will focus on litigation skills and strategies that are instrumental in the day-to-day life of any litigator. Indeed, a lawyer will use many of the same strategies and skills in both the pretrial and trial phases of litigation. Students will learn how to evaluate and develop fact and legal theories; develop themes; draft pleadings and discovery; take and defend depositions; draft pretrial motions; and use various tactics to prepare a case for trial. The seminar will use a variety of learning methodologies, including lectures, demonstrations, and participation in mock exercises. Evidence is a prerequisite. The student's grade will be based on class participation, including participation in mock exercises, and written work product (research papers totaling 20-25 pages).
Winter - Fields, Barry

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

Professional Responsibility: Representing Business Organizations

LAWS 41016 - 01 (3)

This seminar concerns the rules governing the legal profession and practical applications of the rules, with a focus on representing business organizations. Materials will include the ABA Model Rules of Professional Conduct and a casebook; we may also read supplemental materials from time to time. Grades will be based on an in-class final exam, several short response papers, and a class participation component. This seminar will fulfill the professional responsibility requirement.

Winter - Feeney, Daniel; Koski, John; Weidner, Brant

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 at least 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

Property and Land Use: Comparative and Theoretical Perspectives

LAWS 44511 - 01 (3)

The right to private property is a fundamental right, necessary for the safeguarding of personal freedom and autonomy, and for human flourishing. Land is one of the most important assets that an individual may own, both economically and personally. In the course, we will discuss several issues involving property rights and land use - such as the good faith purchase doctrine, the numerus clausus principle, land-use deregulation, takings compensation, buildings' conservation, encroachments, dead hand control, property exempted in bankruptcy proceedings, landlord and tenant law, and rent-control - from analytical, theoretical, and comparative perspectives. The theoretical analysis will include, among other things, subjective and objective theories of welfare, economic analysis of law, game theory, the personhood theory, libertarianism, behavioral law and economics, and theories of distributive justice. The comparative analysis will include common law legal systems (such as the United States and England), civil law systems (such as Germany) and mixed legal systems (such as Israel). The course will introduce the students to the relevant theories in philosophy, economics, and psychology. No prior knowledge is necessary. All comparative reading materials will be in English.

Spring - Lewinsohn-Zamir, Daphna

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.

Winter - Levmore, Saul

Public International Law

LAWS 43230 - 01 (3)

International law is the system of rules, principles and procedures that regulate activity at the inter-state level. The system plays a critical role in contemporary life, effecting issues of war and peace, the global economy, human rights, and the natural environment. International law is a complete system of law, distinctive from national legal systems. The main objective of the course is to provide a comprehensive overview of the system by introducing how international law is made, applied, and enforced. The course will also introduce the four major subfields. Additional objectives include:

- Learning about the nature and purpose of international law by comparing international law to other legal systems and by reviewing various theories of law;
- Understanding the relationship between the general principles and processes that characterize the system as a whole and the subfields of war/peace, economy, human rights, and environment;
- Understanding the strengths and weaknesses of the systems as well as creatively considering how to enhance the effectiveness of the international legal system; and
- Preparing for the practice of international law.

Autumn - O'Connell, Mary

Public Land Law

LAWS 44501 - 01 (3)

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

Autumn - Helmholz, Richard

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 of 20-25 pages 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 of 20-25 pages, series of short papers, or final examination, with class participation taken into account.

Spring - Case, Mary Anne

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." This mini-course meets for four weeks (starting September 26 and ending October 18).

Autumn - Porat, Ariel

Reproductive Health and Justice

LAWS 53131 - 01 (3)

This seminar will examine the history and evolution of legal protections for abortion, contraception and other reproductive health care. We will look at state and federal constitutional, statutory and common law theories used to secure and protect these rights. We will explore current threats and growing barriers to access, including ever-expanding assertions of religious beliefs to limit access to reproductive health care. We will also look at advocacy strategies for addressing those threats and barriers. Grades are based on a final paper and class participation.

Winter - Chaiten, Lorie

Restructuring in Bankruptcy: Strategy and Tactics

LAWS 53235 - 01 (3)

This experiential seminar focuses on strategy and tactics in restructuring financially stressed and distressed companies. We will use a series of case studies to illustrate

the dynamics of advising boards of directors regarding fiduciary duties, stakeholder negotiations, and complex legal issues facing troubled companies. The seminar will culminate with students preparing and presenting to a mock board of directors of a financially distressed company and drafting a related pleading. Grades will be based 50% on the mock board presentation, 25% on class participation, and 25% on 10-15 page reply brief on a litigation topic discussed in the litigation session.

Winter - Husnick, Chad

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

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. The current syllabus for the course is located at picker.uchicago.edu/sectrans/STSYllOnline.htm
Autumn - Picker, Randal

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.
Spring - Henderson, M. Todd

Stoic Ethics Through Roman Eyes

LAWS 97121 - 1 (3)

The major ideas of the Stoic school about virtue, appropriate action, emotion, and how to live in harmony with the rational structure of the universe are preserved in Greek only in fragmentary texts and incomplete summaries. But the Roman philosophers give us much more, and we will study closely a group of key texts from Cicero and Seneca, including Cicero's *De Finibus* book III, his *Tusculan Disputations* book IV, a group of Seneca's letters, and, finally, a short extract from

Cicero's *De Officiis*, to get a sense of Stoic political thought. For fun we will also read a few letters of Cicero's where he makes it clear that he is unable to follow the Stoics in the crises of his own life. We will try to understand why Stoicism had such deep and wide influence at Rome, influencing statesmen, poets, and many others, and becoming so to speak the religion of the Roman world. Prerequisite: ability to read the material in Latin at a sufficiently high level, usually about two-three years at the college level. Assignment will usually be about 8 Oxford Classical Text pages per week, and in-class translation will be the norm.

Winter - Nussbaum, Martha

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.

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 of 20-25 pages (3 credits). Class participation and attendance will be considered in the final grading.

Spring - Sussman, Jason

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions

LAWS 43225 - 01 (3)

Course covers tax, legal, & economic principles applicable to series of interesting, complex, current entrepreneurial transactions, utilizing venture capital (VC) or private equity (PE) 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 corps and flow-through single-tax S corps, partnerships, or LLCs for variety of VC or PE financed transactions, (5) devising equity-based exec comp program, (6) PE financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled corp's NOL post restructuring, (7) exit scenarios for successful VC or PE financed enterprise (such as IPO, series of SEC rule 144 stock sales, sale of company, or merger of company into larger enterprise), & (8) forming VC, PE, or LBO fund. Substantive subjects include federal income

tax, federal securities regulation, state corp, partnership, & LLC law, federal bankruptcy law, state & federal fraudulent conveyance law, & other legal doctrines, as well as accounting rules (exec comp and acquisition accounting) & practical structuring issues (including use of common & preferred stock, subordinated or mezzanine debt, convertible debt & preferred stock, warrants, options, & substantial-risk-of-forfeiture stock), all reviewed in transactional context, with discussion of policy underpinnings & likely future evolution. No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, & knowledge of corp law, securities regulation, bankruptcy, & accounting helpful. However, course book & course book appendix contain adequate discussion & supplemental material so student can (with careful reading) adequately comprehend these topics. Grade based on final in-class examination. Instructor consent not required.
Spring - Levin, Jack; Rocap, Donald

Tax Issues in Bankruptcy

LAWS 53371 - 01 (2)

This seminar provides a basic background in tax issues that affect troubled companies, with special attention to tax issues that arise in bankruptcy cases and insolvency workouts. The seminar will primarily focus on corporations in bankruptcy under Chapter 11, but there will also be discussion of the tax effects on individuals and partnerships. Specific topics to be covered include modifying debt and its consequences, the exclusion for discharge of indebtedness income, taxable versus tax-free reorganizations of companies in bankruptcy, special net operating loss change in ownership rules, and certain related consolidated return considerations. Registration Requirements: Introductory Income Taxation is required except with permission of instructor. Taxation of Corporations I and II will provide helpful background and introduction to some of the technical issues that will be addressed in the course, but they are not required. Evaluation Methods: Final Examination.

Spring - Maynes, Todd; Sexton, Anthony; Davis, Thad

Tax Policy

LAWS 55801 - 01 (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

Winter - Picker, Randal

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 and out of class work. Instructor consent required. Prerequisite: Business Associations/Corporate Law.

Spring - Henderson, M. Todd; Kamerick, Eileen

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.

Autumn, Winter, Spring - McAdams, Richard

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. This class is open to non-law students.
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 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 Law 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. Students interested in applying for this class should send a note of interest to Professor Buss ebussdos@uchicago.edu.
Autumn - Buss, Emily

The Demagogue and Executive Power

LAWS 53400 - 01 (2)

This seminar explores the question of executive power through the figure of the demagogue, and the related phenomenon of populism. Taking a historical approach, we examine the role of the demagogue at several stages of American history: the founding, the Jeffersonian era, the Jacksonian era; the populist era; the New Deal; and the modern era. We ask, What is a demagogue? What is wrong with demagoguery? What is the relationship between the demagogue and the U.S. Constitution? What is the role of the demagogue in a democracy? We also look at some international comparisons. The readings will be mainly historical. Grades will be based on class participation and reaction papers.

Autumn - Posner, Eric

The Effectiveness of International Law

LAWS 53405 - 01 (2)

This class will explore when and why international law changes state behavior. While traditional scholarship on international law focused on normative and doctrinal questions-like why countries are obligated to comply with agreements and the legal requirements contained within those agreements-recent interdisciplinary scholarship on international law has focused on descriptive and empirical questions-like why countries sign agreements and how those agreements change behavior. We will explore how these insights can explain the effectiveness of international law. A series of reaction papers will be required.

Spring - Chilton, Adam

The Future of Voting Rights

LAWS 53402 - 01 (3)

This seminar will cover the past, present, and future of one of the most important civil rights statutes ever passed: the Voting Rights Act. Topics to be addressed include: (1) the Act's constitutionality; (2) how the Act applies to redistricting; (3) how the Act applies to restrictions of the right to vote; and (4) the intricate relationships between descriptive representation for racial minority groups, substantive representation, and American political geography. Students may write papers of 20-25 pages either on the Act or on any topic pertaining to race and election law.

Spring - Stephanopoulos, Nicholas

The History of Civil Liberties in the United States

LAWS 53220 - 01 (3)

This seminar examines changing understandings of civil liberties in American legal history. It emphasizes legal and ideological contests over the meaning of free speech, religious freedom, and reproductive rights during the nineteenth and twentieth centuries. Readings explore the intersection between legal struggles and

broader developments in social, cultural, and political history, with a particular focus on the labor, civil rights, and feminist movements. This class requires a major paper of 20-25 pages.

Winter - Weinrib, Laura

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

LAWS 53282 - 01 (3)

This seminar examines the legal and intellectual history of debates concerning American constitutional law and politics between the Revolution and the Civil War, approximately 1800 to 1860. Topics to be discussed include the federal-state relationship, the commerce power, internal improvements, the market revolution, federal regulation of slavery in the territories, and the role of the federal courts. The grade will be based on a final written paper 20-25 pages, a short in-class presentation, and class participation.

Winter - LaCroix, Alison

The Regulation of Noncitizens

LAWS 53434 - 01 (2)

Courses on immigration law typically focus on the rules for admission and deportation. This framework obscures the varied, subtle ways that law regulates noncitizens in the United States. When can the government discriminate against noncitizens? How does citizenship affect constitutional rights? When should courts control citizenship policy? These questions will guide the seminar as we examine the history of migration into the United States, the current state of the American immigration system, and landmark cases in citizenship law. Topics covered include the detention and imprisonment of noncitizens, the relationship between citizenship and race, noncitizens' access to public benefits, and the use of national injunctions. Students will leave the course fluent in alienage doctrine and equipped to debate the state's legal duties to noncitizens. A series of reaction papers will be required.

Spring - Kaufman, Emma

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.

Spring - Epstein, Lee; Liptak, Adam

The Role and Practice of the State Attorney General

LAWS 53404 - 01 (3)

All 50 States and the District of Columbia have an Attorney General, each of whom enjoys broad discretion over a range of legal issues. This seminar will address the institutional role of these officials, including their status within their respective state systems and their relationship to the federal government. The course will also address a host of critical and often controversial areas-including civil rights, criminal justice, consumer fraud, and environmental regulation-where state Attorneys General have come to play a leading role on the local and national stage. Students will be graded based on class participation and a final paper of 20-25 pages.

Spring - Scodro, Michael; Madigan, Lisa

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.

Autumn, Winter, Spring - McAdams, Richard

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.

Autumn, Winter, Spring - McAdams, Richard

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 and class participation. Students are required to write four 3-5 page papers over the course of the quarter. The papers should be based on the assigned readings, rather than independent research.

Winter - Roin, Julie

Trade Secrets and Restrictive Covenant Litigation

LAWS 53130 - 01 (3)

This interactive course will explore legal principles applicable to trade secret and restrictive covenant litigation. Students will review recent cases and articles addressing cutting edge legal issues, and then will argue motions pertinent to those issues. Students will be expected to argue at least two motions (which may include motions to dismiss, motions to compel discovery, preliminary injunction, summary judgment, or other motions), and to serve as the judge during at least one argument conducted by other students in the class. Among other things, the class will cover the federal Defend Trade Secrets Act, the Uniform Trade Secrets Act, and non-competition and non-solicitation law in several states. The goal is to help students understand how to present and litigate trade secret and restrictive covenant cases. The students will also be expected to write two short papers on trade secret or non-competition issues.

Winter - Sieve, Brian; Slade, Michael

Trademarks and Unfair Competition

LAWS 45701 - 01 (3)

The course covers federal and state doctrines governing trademarks and rules designed to protect against consumer confusion and appropriation of commercial goodwill. In addition to the technical requirements for trademark eligibility, registration, and infringement, the course covers the constitutional and economic underpinnings of trademark protection, evaluate current shifts toward the "propertyization" of trademark law, First Amendment defenses, and the role of the right of publicity. Grades are based on a final take home examination.

Winter - Ben-Shahar, Omri

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 12 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 execution and revocation of wills; (4) the rise of will substitutes, including revocable trusts, life insurance, and pension and retirement accounts; (5) spousal protection against disinheritance; (6) the creation, modification, and termination of trusts; (7) the particular rules applicable to charitable trusts; (8) the fiduciary duties of trustees, the principles governing trust investments, and the emerging use of directed trusts; and (9) 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. The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized. The final examination will be "open laptop" (open book but no internet).

Winter - Gallanis Jr, Thomas

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

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

Wrongful Discrimination: Legal and Philosophical Perspectives

LAWS 53231 - 01 (3)

As human beings, we make distinctions all the time. We cannot get by in the world without discriminating. Yet, some forms of discrimination are wrongful, and when discrimination is wrongful, it is typically considered to be a central case of injustice and unfairness. The question of what makes an incidence of discrimination wrong is thus a topic of heated social debate. This is the main question we will take up in this seminar. We will read philosophical literature on discrimination, and use legal cases as our cases studies. We will look in more detail at one case of discrimination in particular - discrimination against the disabled - and discuss the contentious topic of affirmative action.

Spring - Lipshitz, Nethanel

Women's Human Rights in the World

LAWS 53380 - 01 (2 TO 3)

This seminar examines women's human rights from a global comparative perspective. We will explore legal concepts under international and domestic law that impact gender equality such as formal vs. substantive equality, non-discrimination vs. equality and inclusion vs. transformation. We will engage in a focused inquiry into areas impacting women's human rights including violence, reproduction and political participation. We will discuss the evolution of women's rights, variations in state interpretation and implementation, and the social, economic, political and cultural factors that impact their realization. Students will have the choice to take the seminar for two credits and write 3 reaction papers or three credits and write a longer paper of 20-25 pages at the end.

Winter - Flores, Claudia

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 of 20-25 pages. Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers. As an alternative to writing a long paper, you may write two or more extended reaction papers (i.e., 10-12 pages) to the papers presented in the workshop. You have to get our approval in advance for this option. We encourage it if you find that you have a lot to say about some of the workshop papers. If you wish to receive Writing Project (WP) credit for this option, you must submit a draft of each of the two long response papers to us and satisfactorily incorporate our suggestions.

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

Workshop: Judicial Behavior

LAWS 63812 - 01 (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.

Autumn, Spring - Epstein, Lee; Easterbrook, Frank; Landes, William

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 - Henderson, M. Todd; Hubbard, William

Workshop: Law and Philosophy: Enlightenment Liberalism and its Critics, Left and Right

LAWS 61512 - 01 (1, 1, 1)

The topic for 2018-19 will be "Enlightenment liberalism and its critics," the critics coming from both the left and the right. Enlightenment liberalism was marked by its belief in human freedom and the need for justifications on any infringements of that freedom; by its commitment to individual rights (for example, rights to expression or to property); and by its faith in the rational and self-governing capacities of persons and their basic moral equality. The Workshop will begin in the fall with several classes just for students to discuss foundational readings from liberal thinkers like Locke, Kant and Mill (Jeremy Waldron and David Brink will also visit the Workshop to discuss, respectively, Locke and Mill). In the Winter quarter, we will consider critics from the left, notably Marx and Frankfurt School theorists like Herbert Marcuse. (Steven Lukes is a confirmed outside visitor.) In Spring, we will turn to critics from the "right" such as Nietzsche (who rejects the moral equality of persons) and Carl Schmitt. There will be sessions with the students discussing primary texts and then sessions with outside speakers (some still being scheduled) sometimes interpreting the primary texts, sometimes criticizing the critics of liberalism, and sometimes developing their ideas. Open to PhD students in philosophy, and to J.D. students and other graduate students who submit an application to Prof. Leiter detailing their background in philosophy. This class will require a major paper (20-25 pages).

Autumn, Winter, Spring - Leiter, Brian; Lipshitz, Nethanel; 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 (0, 0, 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. Students are required to read the papers, attend the workshop, ask questions, and to post questions to the online discussion board. The Public Law Workshop will meet on alternating Tuesday afternoons throughout the year. Enrollment in the Public Law Workshop is compatible with enrollment in the Law & Economics Workshop, because the two will never meet on the same day. However, students enrolling in the Public Law Workshop should check to make sure that they do not intend to take other Tuesday

afternoon courses that would overlap with the Workshop. Short reaction papers will be required.

Autumn, Winter, Spring - Masur, Jonathan

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.

Autumn, 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, Spring - Ginsburg, Thomas

Writing and Research in the U.S. Legal System

LAWS 53266 - 01 (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 Clinic 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. These children arrive in the U.S. from all over the world, fleeing civil unrest, gang violence, and domestic abuse. Once apprehended, they are placed in federal custody and subject to deportation proceedings. Each student enrolled in the clinic is trained to serve as a federally-appointed Child Advocate (similar to a guardian ad litem role) for an unaccompanied child detained at one of the eleven Chicagoland detention centers. Students meet weekly with the child in order to build rapport, earn trust, and learn the child's story. Then, in tandem with clinical instructors, students will evaluate and advocate for the best interests of the child on issues relating to the child's care, custody, release, legal relief, and safe repatriation. Students in the clinic draw upon international human rights law, immigration law, and child welfare law to support their advocacy. The Clinic also offers opportunities in legislative and policy advocacy aimed at improving protections for children in the U.S. immigration system. The Clinic admits second and third-year students. We strongly encourage students to enroll in the fall quarter and to remain enrolled 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, Portuguese, Hindi, Punjabi, Bengali, Mandarin, or Romanian to apply. Students who enroll in the clinic must participate in a two-day training on October 6-7, 2018, and in a weekly seminar

throughout the course. Please contact Kelly Albinak Kribs at kkribs@theyoungcenter.org with any questions or requests for an accommodation. Autumn, Winter, Spring - Woltjen, Maria; Phillips, Marcy; Albinak, Kelly



FACILITIES

THE LAW SCHOOL

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

The Quadrangle 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 over 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 supplements in support of the Law School curriculum. Law students, staff, and faculty also have access to the nearly 12 million print and online volumes of the University of Chicago Libraries.

The Library’s digital collections contain over 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/. 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

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, publishes eight times a year and 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 *Does Election Law Serve the Electorate?*; *Policing the Police*; *Law and the Disruptive Workplace*; and *Law and Urban Institutions Ten Years After The Wire*. 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. Twelve to fourteen 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 up to five elected representatives from each class, two elected LL.M. representatives and two elected 2L transfer representatives. 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;
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific American 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, for students interested in environmental protection;

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 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; and

the St. Thomas More Society, a group that provides spiritual support for Catholic 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, squash, sailing, swimming, table tennis, and track and field. 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.

SPIRITUAL 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 spiritual and ceremonial center 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), reports to Rockefeller Memorial Chapel and serves as a destination for all things spiritual and religious at The University of Chicago. 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/get-involved/religious-spiritual-groups.

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 1,200 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.

Just over 98 percent of the Class of 2017 found employment within the tracking period. Of those employed, 69 percent entered private practice, 21.4 percent obtained judicial clerkships, almost 2 percent entered business, and almost 8 percent obtained positions in public service and government. During the summer of 2017, 99 percent of the Class of 2018 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. 100 percent of the Class of 2019 obtained employment in the summer of 2017. 35.5 percent of this class worked for government agencies or public interest organizations, approximately 19 percent were employed at the Law

School as research assistants to faculty members or working in one of the Law School clinics, more than 25 percent of this class worked in the private sector at a law firm or business, and almost 20 percent accepted judicial internships.

Each year, approximately 50 to 100 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 service 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 public service list-servs 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 service 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 Exonerated Project Clinic, the Federal Criminal Justice Clinic, the Housing Initiative Transactional 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, and the Young Center Immigrant Child Advocacy 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. 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).

MEAL SERVICE

There are a number of places for students to dine on or near campus. See 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-at-uchicago/family-resources/

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/student-insurance>.

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/vaccinations-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. 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
- Dependent Policy
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Inventions and Discoveries
- Safety and Appropriate Use of Facilities
- Foreign Corrupt Practices Act Policy



FINANCIAL INFORMATION

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 2018-2019 is \$64,089 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 \$30,627 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 the UChicago 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 (Grad PLUS) Loans. A complete description of the current terms of these loan programs and the application steps are available online at financialaid.uchicago.edu/graduate.

LL.M. STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$91,155 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

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) 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).

APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

Completing the Application. Applicants must submit their applications electronically through the LSAC Electronic Application, available at www.lsac.org. The application fee is \$85 which must be paid electronically by credit card when applicants submit their application through LSAC. Applications can be submitted starting September 1.

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 with one exception: if an applicant is taking the November LSAT, we will allow the applicant to submit the November LSAT score after the December 1 deadline. However, all other application materials must be submitted 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 with one exception: if an applicant is taking the November LSAT, we will allow the applicant to submit the November LSAT score after the December 1 deadline. However, all other application materials must be submitted by December 1. Applicants being considered for Early Decision 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.

Standardized Test Scores. Applicants must take the Law School Admission Test (LSAT), Graduate Record Examination (GRE), or Graduate Management Admission Test (GMAT) (if applicable) and submit all current scores before their applications will be considered. Applicants may only submit a GMAT score with their Law School application if they are applying to a dual degree program at the University of Chicago. Before applying in the 2018-2019 Admissions cycle, applicants should visit the Law School's website for updated information about standardized tests. An LSAT, GRE, or GMAT score is deemed current if it has been earned within the last five years. The LSAT is administered six 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 November administration. For information about the LSAT, contact LSAC at 215.968.1001 or www.lsac.org. For more information about the GRE, contact Educational Testing Service at 1-609-771-7670 or 1-866-473-4373 or via email at https://www.ets.org/gre/contact/contact_form. For more information about the GMAT, contact the Graduate Management Admission Council: <https://www.mba.com/service/contact-us>.

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

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

The Credential Assembly Service. All applicants are required to register with LSAC's Credential Assembly Service ("CAS") for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at 215.968.1001 or www.lsac.org. For more information and guidance on the required application materials, please visit www.law.uchicago.edu/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 the FAFSA and UChicago Need Application. Please visit www.law.uchicago.edu/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/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 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. Transfer students 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/transfer for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.



STUDENT BODY

INFORMATION ABOUT THE STUDENT BODY, 2017-2018

DEGREES CONFERRED BETWEEN SUMMER 2017 to SPRING 2018

FOR THE DEGREE OF MASTER OF LAWS

Ingo Albert	Rory Goodson
Inès Amar	Zhiyuan Gu
Vinícius Azambuja de Oliveira	Laura Hellwig
Pavel Bachleda	Lucas Johannes Theodor Hertneck
Sampada Bannurmath	Yuxing Huang
Julio César Moreira Barboza	María Jesús Ibáñez
Luis Eduardo Bologna Tierno	Akira Iizuka
Beatrice Bottini	Wakako Inaba
Lauriane Caroline Françoise Chauvet	Deesha Dinesh Kanabar
Yu Cheng	Rikita Karakawa
Erick Emmanuel Clavel Benítez	Makiko Kawamura
Viviane de Azevedo Rodrigues	Toshimasa Kawashima
Nino De Lathauwer	Bryan Michael Kernitsky Barnatan
Kasper De Rycke	Caio Lages Balestrin Andrade
Chad Gerard de Souza	Cristóbal Larrain Baraona
Eugénie Delval	Mengyi Li
Amber Doyle	Laura Clara Loaiza
Frederic Maximilian Dreher	Jing Luo
Grégoire Durand	Marcello Magri
Christoph Julius Emde	Daniel Augusto Malatesta
Jackson de Freitas Ferreira	Rose Samantha McDonnell
Kylin Elizabeth Fisher	Lennard Michaux
Ruben Foriers	Giorgia Antoniazzi Nagalli
Adrienne Sydney Funk	Juan Nascimbene
Kei Furuichi	Catalina Noreña Gutiérrezz
Meghal Chinmaya Gajaria	Renata Guimarães Thomaz Pereira
Xi Gao	Johannes Persch
Elettra Maria Gaspari	Caroline Alves Pires de Aguiar
Luis Filipe Gentil Pedro	Jean-Sébastien Rombouts
Alessandro Pezzolo Giacaglia	Rafael Gutnik Romiti
Romain Gonçalves	Laura Kim Rothmann

Jessica Rowlands	Laurence Van Mullem
Julien Sad	Nicolas Vande Velde
José Francisco Salem Ojeda	Flávia Villas Bôas Kleinhappel
Thomas William Samuel	Luis Ignacio Villasmil Bolinaga
Andre Da Costa Santa Ritta	Lukas Bodo Benedikt von Ditfurth
Júlia Maira Benvenuto dos Santos	Dominic Andreas Wyss
Luis Andres Schrader Mindreau	Ye Zeng
Rakshit Sharma	Yue Zhang
Sindoori Sriram	Yuting Zheng
Natalie Viviane Stauber	Domenico Zuccaro
Adriana Josefina Tudela Gutiérrez	Shakoh Zulqurnain
Andrea Vainer	

FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Braden Fisher Dauzat

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Silvia Beltrametti	Pramudya Azhar Oktavinanda
Xin Dai	Zoë Dorothy Robinson

FOR THE DEGREE OF DOCTOR OF LAW

Bijan Michael Aboutorabi***†‡	Emily E. Black*
Teresita Acedo Betancourt	Christopher Nicholas Bobby
Phillip A. Acevedo	Alexander Xavier Bolden
Adam Rolando Aquino	Roberto José Borgert*
Carolyn Auchter	Kirstie Ann Brenson
Demetrius David Baefsky	Grace Marie Bridwell*
Mallika Balachandran	Samantha B. Bronner
Jennifer L. Beard*	Sofia C. Brooks*
Bryan Kirkland Beaudoin	Mark Brown Buentel§
Jared Michael Beim*	Ashley D. Burman*
Henry Samuel Bergman	Mark Christopher Burnside
Holly Frances Balsley Berlin*	Benjamin Callahan*
Kristin L. Bisely	Devin J. Carpenter

Julius C. Carter
Laura Noelle Casselberry
Gabriel P. Chammas
Bianca Gabriela Chamusco
Jeremy Chen*
Chinwe T. Chukwuogo
Eric J. Clamage
Madison Renée Clark
La'Nese S. Clarke
Taylor Bryce Coles***†‡
Brenton Hayes Cooper*
John Corfman*
Lauren Elizabeth Ivy Croft
Clayton James Cromer*
Cade Matthew Cross*
Katy Ruth Cummings§
Andrew Jason Czaja
Michelle Mixue Dang***†‡
Joshua Thomas Davids
Linnet R. Davis-Stermitz*
Matthew J. Deates*
Hope Michaela DeLap
Marisa Katryna Demko
Sarah Denise Dobrofsky
Andrew Geyer Duble§
Róisín L. Duffy-Gideon***†‡
Jacqueline Taylor Duhl
Mattison D. Enloe
Therese Lenczewski Erickson Meyer
Elizabeth N. Ertle*
Lisa L. Fan
Wallace H. Feng
Katerina Fishchuk
Riley Patrick Foley
Stephen Douglas Ford, Jr.
Alison Elizabeth Frost
James Dahle Frost IV
Patrick J. Fuster***†‡
Michael Anthony Galdes
Thomas M. Garvey, Jr.*
Amelia R. Garza-Mattia
Douglas Wilson Gates
Ryan Michael Gaylord
Hannah Elise Gelbort**†‡
Makar Levon Gevorkian
Carly Gibbs
Alison Noel Giest
Robert Francis Golan-Vilella*
David Henry Garrison Golubock*
Aleksy Graboviy§
Nicholas William Greiner
Taylor M. Grode
Kathrine L. Gutierrez
Janice Emmeline Han
Ian Macaulay Hansen*
Joshua Hiram Harris
Alan Scott Hassler**†‡
R. Harrison Hawkes§
Jandi Reneé Heagen
Nicole A. Heise
Zachary L. Henderson*
Jordan V. Hill
Matthew T. Holloway
Dana Putney Horst§
Andrew J. Hosea*
Allison K. Hugi***†‡
Dallin R. Jack
Amanda Paige Johnson
Danielle E. Johnson
Mary Eselle Johnson
Samuel J. Johnson*
Victoria Evans Jones
Kyle Russel Jorstad**†‡§
Julius Isaac Kairey*

Zoë Celeste Kam
 Carina Kan§
 Eian Katz*
 Kevin Patrick Keating
 Christopher Nicholas Keen
 Michael Alexander Killingsworth§
 John W. Kim
 Sara Kim
 Loren Adriana Kole
 Matthew Russell LaGrone**†‡
 Jun Oh Lee
 Thomas Leo
 Maura T. Levine
 Daniel Wade Lewis
 Joyce Vicki Li
 Gabriella Ruth Libin
 Jinn-Min Lin*
 Jacqueline Hsiang Liu
 Tahura Sultana Lodhi
 Maria Michele Maciá*
 Ryan P. Maher*
 Eric Joseph Maier**†‡
 Abigail Eden Majane
 Madison Ann Mapes**†‡
 Nabihah Sohail Maqbool
 Christopher James Marth**†‡
 Kathleen Anne Martini
 Paul Carl Mathis IV
 John Patrick McAdams
 Christina Carey McClintock
 Benjamin Joseph Meyer**†‡
 Blair Chukwuma Mgbada
 Garrett George Miller
 Thomas Murphy Molloy, Jr.*
 Benjamin Henry Moss
 Devin Scott Muntz*
 Christian Matthew Myers
 Kurt Andrew Naro
 Isabella Salomão Nascimento*
 Christina M. Norman
 Noel D. Ottman*
 Grace Eunhae Paek
 Chan Ik Park
 Christopher Parker
 Yogini Paresh Patel
 Sterling M. Paulson
 Piper Molly Pehrson
 Andreas M. Petasis*†‡
 Lauren Ann Piette*
 Sean Samuel Planchard§
 Eileen Ross Prescott
 Abhinaya Nirmala Prithivi
 Darien Hou Chan Pun*
 Jorgen Myre Rehn*
 Andrew Clark Richner, Jr.
 John S. Rizner
 Patrick J. Rodriguez
 Daniel Nicholas Rojas
 Blaise Talon Ross
 Kathryn Anderson Running*
 Mila Borisova Rusafova**†‡
 Kathleen M. Ryan
 Jenine Saleh
 Olivia Sanchez
 Harrison G. Scheer
 Stephanie Anne Schlitter
 Sophia Ruth Schloen*
 Alexander T. Schulman
 Daniel R. Shearer*§
 Cary J. Shepherd
 Chaelin Shin
 Hope Sydney Silberstein
 Shelbi Jo Smith
 Nina Alicja Sobierajski

Justin Jeffery Sorensen
 William John Soule
 Andrew Reilly Sowle**†‡
 Luke Laursen Sperduto
 Margaret Anne Steindorf
 Taryn Alicia Strohmeier*
 Daniel E. Sullivan
 Irene Hickey Sullivan
 Anagha Sundararajan*
 Ayla Syed*
 Madeleine Paula Moss Tardif
 Joseph Brown Thomas
 Phillip Douglas Thomas
 John Henry Tab Thompson***†‡
 John William Tienken**†‡§
 Tianyu Tong
 Alexander M. Vogler*
 Joel Fung Wacks***†‡
 Nathan Thomas Wages*
 Nicholas Alexander Weber
 Lael Daniel Weinberger**†‡

Brett James Wierenga*
 Evan Michael Williams*
 Brian F. Williamson*
 Samantha Rose Wilson
 Tate Joseph Wines
 Mary Caroline Wood*
 Stephanie Wanjing Xiao*
 Paul Youchak
 Daniel Ling Zhang
 Jincheng Zhi
 Frances Ann Ziesing

* 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 2017-2018

Albert-Ludwigs-Universität Freiburg	1	Barrett, the Honors College at Arizona State University	1
All-Russian Institute of Finance and Economics	1	Bates College	2
Alma Mater Studiorum Università di Bologna	1	Baylor University	1
American University	2	Beijing Language and Culture University	1
Amherst College	9	Bellarmino University	1
Arizona State University	7	Bentley University	1
Auburn University	3	Bethany Lutheran College	1
Barnard College, Columbia University	1	Bible Institute of Los Angeles	1
		Birmingham - Southern College	1
		Boston College	3

Boston University	1	East Tennessee State University	1
BPP University	1	Eastman School of Music	1
Bradley University	1	Elmhurst College	1
Brandeis University	3	Emory University	4
Brigham Young University	15	Escola de Direito de São Paulo	
Brigham Young University - Hawaii	1	da Fundação Getúlio Vargas	4
Brigham Young University - Idaho	1	ESSEC Business School, France	1
Brown University	6	FGVV Direito São Paulo	1
Bryan College	1	Flagler College	1
California Polytechnic State University	1	Florida State University	7
California State University - Los Angeles	1	Fordham University	1
Carleton College	2	Furman University	1
Cedarville University	1	Gakushuin University	1
Central Michigan University	1	George Mason University	1
Chapman University	1	George Washington University	10
China University of Political Science and Law	1	Georgetown University	9
Claremont McKenna College	1	Georgia Institute of Technology	1
College of Europe	1	Georgia State University	1
College of William and Mary	1	Griffith University	1
Colorado College	1	Grinnell College	1
Columbia University	11	Hampshire College	1
Connecticut College	1	Harvard Law School	1
Cornell College	1	Harvard University	12
Cornell University	18	Haverford College	1
Dartmouth College	5	Hillsdale College	1
Davidson College	1	Humboldt University - Berlin	1
Denison University	1	IIT Chicago-Kent College of Law	1
DePaul University	2	Indiana University - Bloomington	3
Drake University	2	Inspere Instituto de Ensino e Pesquisa	4
Drexel University	1	Instituto Brasileiro de Marcade de Capital	2
Duke University	14	Instituto de Ensino e Pesquisa - INSPER	1
East China University of Political Science and Law	1	Instituto Tecnológico Autonomo de México	1

Intituto Tecnológico y de Estudios Superiores de Monterrey, Guadalajara	1	New College of the Humanities, University of London	1
John Hopkins University	3	New Saint Andrews College	1
Katholieke Universiteit Leuven	1	New York University	6
Keio University	1	Northern Arizona University	1
Kenyon College	2	Northern Illinois University	1
Kobe University Law School	1	Northwestern University	6
Korea University	1	Ohio State University	3
KU Leuven	2	Ohio State University - Columbus	1
La Sapienza University of Rome	1	Ohio University	2
Lahore University of Management Sciences	2	Oklahoma State University	1
Lewis & Clark College	1	Oregon State University	1
Liberal Università Internazionale degli Studi Sociali Guido Carli	1	Oxford University	2
Life Pacific College	1	Pacific Lutheran University	1
Loyola Marmount University	2	Patrick Henry College	1
Loyola University Chicago	3	Peking University	10
Loyola University New Orleans	1	Peking University School of Law	1
Macalester College	1	Pennsylvania State University	3
Macquarie University	1	Pepperdine University	4
Marquette University	2	Pomona College	1
Massachusetts Institute of Technology	2	Pontificia Universidad Católica de Chile	3
Miami University	1	Pontificia Universidad Católica de Perú	1
Michigan State University	4	Pontificia Universidad Javeriana	1
Middlebury College	2	Pontificia Universidade Católica de São Paulo	4
Milwaukee School of Engineering	1	Pontificia Universidade Católica do Rio de Janeiro	1
Minzu University of China	1	Portland State University	1
Missouri State University	1	Princeton University	9
Moody Bible Institute	1	Purdue University	3
Morehouse College	2	Queen Mary University of London	1
Mount Holyoke College	1	Rheinische Friedrich-Wilhelms-Universität Bonn	1
Murdoch University School of Law	1	Rice University	7
NALSAR University of Law	5	Ripon College	1
National Chengchi University	1		

Ruprecht-Karls-Universitaet Heidelberg	1	Thomas Edison State College	1
Rutgers College	1	Towson University	1
Rutgers University - New Brunswick	1	Tsinghua University	2
Rutgers University School of Arts & Sciences	2	Tufts University	5
San Diego State University	1	Tulane University	1
Sarah Lawrence College	1	Union College	2
School of Law, Tsinghua University	1	United States Naval Academy	1
Sciences Po Law School	1	Univeridad Católica Andrés Bello	1
Scripps College	1	Univeristy of Pennsylvania	1
Seattle University	1	Universidad Anáhuac México Norte	1
Seoul National University	1	Universidad Catolica Andres Bello	1
Sichuan University	1	Universidad de Buenos Aires	3
Skidmore College	1	Universidad de Chile	1
Southern Methodist University	2	Universidad de Lima	1
Spelman College	1	Universidad de los Andes	2
St. Olaf College	1	Universidad del Rosario	1
Stanford University	3	Universidad Panamericana campus Mexico	2
State University of New York at Geneseo	1	Universidad Torcuato di Tella	1
SUNY at Binghamton Center	1	Universidade de São Paulo	2
Swarthmore College	4	Universidade Federal da Grande Dourados	1
Tel Aviv University	2	Universidade Presbiteriana Mackenzie	5
Texas A&M University	4	Università degli Studi di Milano	1
Texas Christian University	2	Universitaet Mannheim	1
The Buchmann Faculty of Law Tel Aviv University	1	Universitas Indonesia	1
The College of Wooster	1	Universität Bern	1
The Fletcher School of Law & Diplomacy	1	Universität Freiburg	1
The Hebrew University of Jerusalem	2	Universität Passau	1
The Recanati Business School	1	Universität Wien	1
The University of St. Andrews	1	Universität Zürich	1
Thomas Aquinas College	1	Université Catholique de Louvain	2
		Université de Namur	2
		Université Libre de Bruxelles	2
		Université Paris Nanterre	4

Université Saint-Louis - Bruxelles	1	University of Kentucky - Lexington	1
Universiteit Gent	1	University of La Verne	1
University College London	1	University of Liège	1
University of Alberta	1	University of Maryland	2
University of Arizona	3	University of Miami	7
University of Arkansas - Fayetteville	1	University of Michigan	9
University of Arkansas - Little Rock	1	University of Minnesota	2
University of California - Berkeley	17	University of Minnesota - Minneapolis	2
University of California - Irvine	5	University of Minnesota - Twin Cities	2
University of California - Los Angeles	20	University of Minnesota Duluth	1
University of California - San Diego	2	University of Missouri	2
University of California - Santa Barbara	7	University of Missouri - Columbia	1
University of Central Florida	2	University of Montana	1
University of Chicago	36	University of Nebraska - Lincoln	2
University of Colorado - Boulder	4	University of Nebraska - Omaha	1
University of Connecticut	2	University of Nevada, Las Vegas	1
University of Dayton	1	University of New Mexico	2
University of Delaware	1	University of New South Wales	1
University of Florida	9	University of North Carolina	1
University of Georgia	2	University of North Carolina - Chapel Hill	1
University of Haifa	1	University of Notre Dame	4
University of Hong Kong	1	University of Oklahoma	3
University of Illinois - Springfield	1	University of Oregon	2
University of Illinois at Chicago	2	University of Pavia	1
University of Illinois at Urbana Champaign	11	University of Pennsylvania	16
University of Interntional Business and Economics	1	University of Pittsburgh	1
University of Iowa	2	University of Redlands	1
University of Kansas	2	University of Rochester	1
University of Kentucky	1	University of San Francisco	1
		University of South Carolina Honors College	1
		University of South Carolina, Darla Moore School of Business	1
		University of South Florida	1

University of Southern California	6	Utah State University	1
University of St. Francis	1	Vanderbilt University	7
University of Texas at Austin	3	Villanova University	1
University of Texas at Dallas	1	Virginia Tech	1
University of Texas at San Antonio	1	Wartburg College	1
University of the Witwatersrand	1	Washington University	6
University of Tokyo	4	Wellesley College	1
University of Toronto	1	Wesleyan University	1
University of Utah	1	Westfälische Wilhelms-	
University of Vermont	1	Universität Münster	2
University of Virginia	3	Wheaton College	2
University of Washington	5	Whitman College	2
University of Western Ontario	1	Whitworth University	1
University of Wisconsin -		Williams College	3
Madison	8	Yale University	14
Univerzita Komenského v		Zhongnan University School of	
Bratislava	1	Economics and Law	1

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2017-2018

I. STATES

Alabama	4	Iowa	5
Arizona	1	Kansas	1
Arkansas	1	Kentucky	3
California	9	Louisiana	2
Colorado	1	Maine	2
Connecticut	8	Maryland	1
Delaware	1	Massachusetts	2
Florida	3	Michigan	1
Georgia	6	Minnesota	1
Hawaii	5	Mississippi	3
Idaho	3	Missouri	1
Illinois	8	Montana	2
Indiana	1	Nebraska	4

Nevada	7	South Korea	1
New Hampshire	3	Tennessee	7
New Jersey	1	Texas	3
New Mexico	4	Utah	5
New York	3	Vermont	1
North Carolina	5	Virginia	9
Ohio	2	Washington	1
Oklahoma	3	Washington DC	4
Oregon	8	West Virginia	1
Pennsylvania	1	Wisconsin	1
South Carolina	3		

II. COUNTRIES

Argentina	3	Nigeria	2
Australia	2	Pakistan	2
Belgium	9	Panama	1
Brazil	17	Peru	2
Canada	6	Russia	1
Chile	3	Saudi Arabia	1
China	24	Singapore	1
Colombia	3	Slovak Republic	1
France	6	South Africa	1
Germany	10	South Korea	9
Greece	1	Switzerland	2
India	7	Taiwan	1
Indonesia	1	Ukraine	1
Israel	5	United Kingdom	3
Italy	6	Venezuela	2
Japan	6		
Mexico	4		



FACULTY PUBLICATIONS 2017-2018

DANIEL ABEBE

Vice Provost, Harold J. and Marion F. Green Professor of Law, and Walter Mander Teaching Scholar

Journal Articles & Book Chapters

"Why Comparative International Law Needs International Relations Theory," in *Comparative International Law*, Anthea Roberts, Paul B. Stephan III & Pierre-Hugues Verdier, eds. (Oxford University Press, 2018) (with Mila Versteeg).

ALBERT ALSCHULER

Julius Kreeger Professor Emeritus of Law and Criminology

Journal Articles & Book Chapters

"Why Limits on Contributions to Super PACs Should Survive Citizens United," 86 *Fordham Law Review* 2299 (2018) (with Laurence H. Tribe, Norman Eisen & Richard Painter).

Other Publications

"What's Bribery? The Answer is Trickier than It Seems," *Washington Post*, October 18, 2017.

CLIFFORD ANDO

David B. and Clara E. Stern Professor; Professor of Classics and History, and Co-Director of the Center for the Study of Ancient Religions

Journals

Senior Editor, *Bryn Mawr Classical Review*

Editor, *Know: A Journal on the Formation of Knowledge*

Books

Ancient States and Infrastructural Power: Europe, Asia, and America (University of Pennsylvania Press, 2017) (edited with Seth Richardson).

Journal Articles & Book Chapters

"The Ambitions of Government: Territoriality and Infrastructural Power in Ancient Rome," in *Ancient States and Infrastructural Power: Europe, Asia, and America*, Clifford Ando & Seth Richardson, eds. (University of Pennsylvania Press, 2017).

"Afterword," in *Ancient Law, Ancient Society: Studies in Honor of Bruce W. Frier*, Dennis Kehoe and Thomas A.J. McGinn, eds. (University of Michigan Press, 2017).

"Ciudad, Aldea, Sacrificio. La Economía Política de la Religión en el Imperio Romano Temprano," in *Capital, Deuda y Desigualdad. Distribuciones de la Riqueza en el Mediterráneo Antiguo*, Julián Alejandro Gallego, Marcelo Campagno, and Carlos G. García Mac Gaw, eds. (Miño y Dávila, 2017).

"Il Diritto Romano e i Giuristi Romani Nella Cultura Giuridica Americana," in *Giuristi Romani e Storiografia Moderna dalla Palingenesia iuris civilis agli Scriptores iuris Romanim*, Aldo Schiavone, ed. (G. Giappichelli, 2018).

"Empire as State: the Roman Case," in *State Formations: Histories and Cultures of Statehood*, John Brooke, Greg Anderson and Julia Strauss, eds. (Cambridge University Press, 2018).

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"The Political Economy of the Hellenistic Polis: Comparative and Modern Perspectives," in *The Polis in the Hellenistic World*, Henning Börm and Nino Luraghi, eds. (Franz Steiner, 2018).

"Roman Law," in *The Oxford Handbook of Legal History*, Markus Dubber and Christopher Tomlins, eds. (Oxford University Press, 2018).

Other Publications

Series editor, *Empire and After* (University of Pennsylvania Press).

DOUGLAS G. BAIRD

Harry A. Bigelow Distinguished Service Professor of Law

Journal Articles & Book Chapters

"*Pari Passu* Clauses and the Skeuomorph Problem in Contract Law," *67 Duke Law Journal Online* 84 (2017).

"Bankruptcy's Quiet Revolution," *91 American Bankruptcy Law Journal* 593 (2017).

Other Publications

"The Bankruptcy Partition," *CLS Blue Sky Blog*, April 30, 2018 (with Anthony Casey & Randal C. Picker).

WILLIAM BAUDE

Professor of Law, Aaron Director Research Scholar

Journal Articles & Book Chapters

"Is Qualified Immunity Unlawful?" 106 *California Law Review* 45 (2018).

"The (Not So) Plain Meaning Rule," 84 *University of Chicago Law Review* 539 (2017) (with Ryan D. Doerfler).

"Originalism as a Constraint on Judges," 84 *University of Chicago Law Review* 2213 (2018).

Other Publications

The Volokh Conspiracy (regular contributor)

OMRI BEN-SHAHAR

Leo and Eileen Herzel Professor of Law, Kearney Director of the Coase-Sandor Institute for Law and Economics

Journal Articles & Book Chapters

"Interpreting Contracts via Surveys and Experiments," 92 *New York University Law Review* 1753 (2017) (with Lior Strahilevitz).

Other Publications

Forbes (regular contributor).

"Data Driven Contract Interpretation: Discovering 'Plain Meaning' Through Quantitative Methods," *JOTWELL*, June 13, 2018.

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"How to Interpret a Contract? Ask Those Who'd Sign It," *Law360*, March 21, 2018 (with Lior Strahilevitz, Duo Jiang, Kristina Shampanier & Rebecca Fair).

"More Failed Nudges: Evidence of Ineffective "Behaviorally Informed" Disclosures," *JOTWELL*, August 10, 2017.

LISA BERNSTEIN

Wilson-Dickinson Professor of Law

Journal Articles & Book Chapters

"Black Hole Apparitions," 67 *Duke Law Journal Online* 102 (2017).

"The Myth of Trade Usages: A Talk," 23 *Barry University Law Review* 119 (2018).

EMILY BUSS

Mark and Barbara Fried Professor of Law

Journal Articles & Book Chapters

"Commentary on Rewritten Judgment in *Roper v. Simmons*," in *Rewriting Children's Rights Judgments: From Academic Vision to New Practice*, Helen Stalford, Kathryn Hollingsworth & Stephen Gilmore, eds. (Hart Publishing, 2017).

MARY ANNE CASE

Arnold I. Shure Professor of Law

Journal Articles & Book Chapters

"Gender Performance Requirements of the US Military in the War on Islamic Terrorism," in *Confronting Torture*, Scott Anderson & Martha Nussbaum, eds. (University of Chicago Press, 2018).

"Heterosexuality as a Factor in the Long History of Women's Sports," 80 *Law and Contemporary Problems* 25 (2017).

"Le patriarcat chez le pape François, et en particulier dans *Amoris Laetitia* ("Forms of Patriarchy in *Amoris Laetitia* and in the Papacy of Francis")," in *La Sainte Famille: sexualité, filiation et parentalité dans l'Église catholique*, Cécile Vanderpelen-Diagre & Caroline Sägesser, eds. (Editions de l'Université de Bruxelles, 2017).

"What Turns on Whether Women are Human for Boccaccio and Christine de Pizan?" in *Reconsidering Boccaccio: Medieval Contexts and Global Intertexts*, Olivia W Holmes, ed. (U. Toronto Press, 2018).

ANTHONY CASEY

Professor of Law

Journal Articles & Book Chapters

"Bankruptcy on the Side," 112 *Northwestern University Law Review* 255 (2017) (with Kenneth M. Ayotte & David Skeel).

"The Death of Rules and Standards," 92 *Indiana Law Journal* 1401 (2017) (with Anthony Niblett).

"Self-Driving Contracts," 43 *Journal of Corporation Law* 1 (2017) (with Anthony Niblett).

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Other Publications

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"Toys 'R' Us and Bankruptcy: Death by Disruption, Not Debt," *CLS Blue Sky Blog*, April 23, 2018 (with Brook Gotberg).

DIPESH CHAKRABARTY

Lawrence A. Kimpton Distinguished Service Professor, History and South Asian Languages and Civilizations

Journal Articles & Book Chapters

"Anthropocene Time," *History and Theory* (March 2018)

"Gautam, Ever My Friend," in *On Modern Indian Sensibilities: Culture, Politics, History* 15, Ishita Banerjee-Dube & Sarvani Gooptu, eds. (Routledge, 2017).

"Planetary Crises and the Difficulty of Being Modern," 46:3 *Millennium: Journal of International Studies* 259 (2018).

Spanish and Japanese translations of "Climate and Capital," French translation of "The Politics of Climate Change is More Than the Politics of Capitalism," and German translation of portions of "The Climate of History: Four Theses."

Other Publications

"Humans Are a Geological Force," *The UNESCO Courier* (April-June 2018) (interview with Shiraz Sidhva).

ADAM S. CHILTON

Assistant Professor of Law and Walter Mander Research Scholar

Journal Articles & Book Chapters

"Book Review (reviewing *The Continent of International Law: Explaining Agreement Design* by Barbara Koremenos)," 111 *American Journal of International Law* 801 (2017).

"Courts' Limited Ability to Protect Constitutional Rights," 85 *University of Chicago Law Review* 293 (2018) (with Mila Versteeg).

"Experimentally Testing the Effectiveness of Human Rights Treaties," 18 *Chicago Journal of International Law* 164 (2017).

"The Legal Academy's Ideological Uniformity," 47 *Journal of Legal Studies* 1 (2018) (with Adam Bonica, Kyle Rozema & Maya Sen).

"Reciprocity and Public Opposition to Foreign Direct Investment," *British Journal of Political Science* (advance access) (2017) (with Helen Milner & Dustin Tingley).

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"The Potential Silver Lining in Trump's Travel Ban," *Washington Post*, July 5, 2017 (with Genevieve Lakier).

"Trump Just Blocked a Chinese Takeover of a Sensitive U.S. Company. Here's What's Going On," *Washington Post*, September 15, 2017 (with Helen Milner & Dustin Tingley).

JANE DAILEY

Associate Professor, History

Books

Building the American Republic: A Narrative History of the United States from 1877, Volume 2 (University of Chicago Press, 2018).

Other Publications

Book Series Co-editor, *Politics and Society in the Modern South* (University of Georgia).

"Baltimore's Confederate Monument Was Never About 'History and Culture'," *Huffington Post*, August 17, 2017.

"The Confederate General Who Was Erased," *Huffington Post*, August 21, 2017.

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DHAMMIKA DHARMAPALA

Julius Kreeger Professor of Law

Journals

Editor, *Journal of Law & Economics*.

Journal Articles & Book Chapters

"International Spillovers from Proposed US Tax Reforms" 33 *Australian Tax Forum* 79 (2018).

"Pay It Forward' and Higher Education Subsidies: A Median Voter Model," 35 *Contemporary Economic Policy* 615 (2017) (with Jennifer Delaney).

Other Publications

"Stock Market Reactions to India's 2016 Demonetization: Implications for Tax Evasion, Corruption, and Financial Constraints," *Oxford Business Law Blog*, January 12, 2018 (with Vikramaditya Khanna).

JUSTIN DRIVER

Harry N. Wyatt Professor of Law, Ludwig and Hilde Wolf Teaching Scholar

Other Publications

"The Report on Race that Shook America," *The Atlantic*, May 2018.

FRANK H. EASTERBROOK

Senior Lecturer in Law

Journal Articles & Book Chapters

"The Absence of Method in Statutory Interpretation," 84 *University of Chicago Law Review* 81 (2017).

"Panel on Rules versus Standards in Constitutional and Statutory Interpretation," 53 *Tulsa Law Review* 539 (2018) (with Akhil Reed Amar, John Harrison & William Francis Kuntz II).

RICHARD A. EPSTEIN

James Parker Hall Distinguished Service Professor Emeritus of Law and Senior Lecturer

Journal Articles & Book Chapters

"A Common Law for the First Amendment," 41 *Harvard Journal of Law and Public Policy* 1 (2018).

"Disappointed Expectations: How The Supreme Court Failed to Clean Up Takings Law in *Murr v. Wisconsin*," 11 *New York University Journal of Law and Liberty* 151 (2017).

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"The Wrong Rights, or: The Inescapable Weaknesses of Modern Liberal Constitutionalism," 85 *University of Chicago Law Review* 403 (2018).

Other Publications

Defining Ideas (Hoover Institution) (regular contributor).

Forbes (regular contributor).

NYU Journal of Law & Liberty Blog (regular contributor).

"Lawless Rules," *Claremont Review of Books*, July 2017, at p.54.

"Symposium: The Worst Form of Judicial Minimalism — Masterpiece Cakeshop Deserved a Full Vindication for Its Claims of Religious Liberty and Free Speech," *SCOTUSblog*, June 4, 2018.

"The Troubled Status of Russian Sanctions Legislation—with the President's Signing Statement Attached," *Just Security*, August 4, 2017.

LEE ANNE FENNELL

Max Pam Professor of Law

Books

Evidence and Innovation in Housing Law and Policy. (Cambridge University Press, 2017) (edited with Benjamin J. Keys)

Journal Articles & Book Chapters

"Accidents and Aggregates," 59 *William and Mary Law Review* 2371 (2018).

"Introduction," in *Evidence and Innovation in Housing Law and Policy*, Lee Anne Fennell & Benjamin J. Keys, eds. (Cambridge University Press, 2017) (with Benjamin J. Keys).

Other Publications

"Questioning the Queue," *JOTWELL*, October 17, 2017.

CLAUDIA M. FLORES

Associate Clinical Professor of Law, Director, International Human Rights Clinic

Journal Articles & Book Chapters

"The Politics of Engagement: Women's Participation and Influence in Constitution-making Processes," in *Gender in Constitutional Law*, Catharine A. MacKinnon, ed. (Edward Elgar, 2018) (previously published as portions of *UN Women: United Nations Entity for Gender Equality and the Empowerment of Women Report*) (with Patricia A. Made).

Other Publications

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"We Must Protect Migrant Children from Abuse by U.S. Border Patrol," *Chicago Tribune*, May 24, 2018.

CRAIG B. FUTTERMAN

Clinical Professor of Law

Journal Articles & Book Chapters

"Youth/Police Encounters on Chicago's South Side: Acknowledging the Realities," 51 *Georgia Law Review* 1079 (Summer 2017) (with Chaclyn Hunt and Jamie Kalven). Also published as Chapter 3 of 33 *Civil Rights Litigation and Attorney Fees Annual Handbook* 61 (Thomson Reuters, 2017).

TOM GINSBURG

Leo Spitz Professor of International Law, Ludwig and Hilde Wolf Research Scholar, Professor of Political Science

Journal Articles & Book Chapters

"Bringing the World's Constitutions to the Classroom," 82 *Social Education* 128 (2018) (with Jesse Baugher & Zachary Elkins).

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"When Courts Compete: A Reputational Perspective," in *Human Rights in the Contemporary World: Essays in Honour of Professor Leszek Garlicki* 61, Marek Zubik, ed. (Wydawnictwo Sejmowe, 2017).

"Written Constitutions and the Administrative State: On the Constitutional Character of Administrative Law," in *Comparative Administrative Law*, Susan Rose-Ackerman, Peter Lindseth & Blake Emerson, eds. (Edward Elgar, 2017).

Other Publications

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"Impeachment as a Constitutional Design Choice," *Take Care*, June 18, 2018 (with Aziz Huq).

"Reinterpret, Don't Repeal," *Huffington Post*, October 5, 2017.

"Turampu Seiken to Amerika Kenpo (The Trump Administration and America's Constitution)," *Amerika ho* (2018).

"You Shall Appoint for Yourself Judges," *Jewish Review of Books*, June 15, 2018.

NINO GURULI

International Human Rights Clinic Fellow, Lecturer in Law

Journal Articles & Book Chapters

"Federal Judiciary Revolts...not Quite and not Enough: Trump's Travel Bans and Judicial Review," 2(1) *Journal of the Oxford Center for Socio-Legal Studies* 34 (2018).

JAMES J. HECKMAN

Henry Schultz Distinguished Service Professor, Economics

Journal Articles & Book Chapters

"Chicago Labor Economics," 125 *Journal of Political Economy* 1840 (2018).

"Evaluation of the Reggio Approach to Early Education," 72 *Research in Economics* 1 (2018) (with several co-authors).

"The Nonmarket Benefits of Education and Ability," 12 *Journal of Human Capital* 282 (2018) (with John Eric Humphries & Gregory Veramendi).

"Unordered Monotonicity," 86 *Econometrica* 1 (2018) (with Rodrigo Pinto).

RICHARD H. HELMHOLZ

Ruth Wyatt Rosenson Distinguished Service Professor of Law

Journal Articles & Book Chapters

"Approaches to Law: Catholic and Protestant," 179 *Law and Justice - The Christian Law Review* 117 (2017).

"Book Review (reviewing *Gratian the Theologian* by John C. Wei)," 69 *Journal of Ecclesiastical History* 135 (2018).

"Book Review (reviewing *The Idea of a Moral Economy: Gerard of Siena on Usury, Restitution, and Prescription* by Lawrin Armstrong)," 49 *History of Political Economy* 715 (2017).

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"Henry Charles Coote (1815-1885)," 19 *Ecclesiastical Law Journal* 357 (2017).

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"Deathbed Strife and the Law of Wills in Medieval and Early Modern England," in *Planning for Death: Wills and Death-Related Property Arrangements in Europe, 1200-1600*, Mia Korpiola & Anu Lahtinen, eds. (Brill, 2018).

Other Publications

"Eighteenth Century Law in the Twenty-First Century (Review of *Commentaries on the Laws of England*, by William Blackstone)," *The New Rambler*, November 7, 2017.

DANIEL HEMEL

Assistant Professor of Law

Journal Articles & Book Chapters

"Atlas Nods: The Libertarian Case for a Basic Income," 2017 *Wisconsin Law Review* 1189 (2017) (with Miranda Fleischer).

"Chevron Step One-and-a-Half," 84 *University of Chicago Law Review* 757 (2017) (with Aaron Nielson).

"Federalism as a Safeguard of Progressive Taxation," 93 *New York University Law Review* 1 (2018).

"Inequality and the Mortgage Interest Deduction," 770 *Tax Law Review* 667 (2017) (with Kyle Rozema).

"The Living Anti-Injunction Act," 104 *Virginia Law Review Online* 74 (2018).

"Partisan Balance with Bite," 118 *Columbia Law Review* 9 (2018) (with Brian Feinstein).

"Pooling and Unpooling in the Uber Economy," 2017 *University of Chicago Legal Forum* 265 (2017).

"Public Perceptions of Government Speech," 2017 *Supreme Court Review* 33 (2018) (with Lisa Larrimore Ouellette).

"The Tax Legislative Process: A Byrd's Eye View," 81 *Law and Contemporary Problems* 99 (2018) (with Ellen Aprill).

Other Publications

Whatever Source Derived (regular contributor).

"The Arbitration Fight Isn't Over," *Slate*, May 22, 2018.

"Argument Analysis: Justices Grapple with What Counts as 'Money'," *SCOTUSblog*, April 16, 2018.

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"D.C. and Maryland Have Standing to Sue for Emoluments Clause Violations," *Take Care*, November 16, 2017 (with Seth Davis).

"Deduct This," *Slate*, January 11, 2018 (with Joseph Bankman, Darien Shanske & Kirk J. Stark).

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"The Fight for \$7.25," *Slate*, September 28, 2017.

"For Better or Worse, Mick Mulvaney Probably Is the Acting Director of the CFPB," *Yale Journal on Regulation: Notice & Comment*, November 26, 2017.

"How Nondisclosure Agreements Protect Sexual Predators," *Vox*, October 13, 2017.

"How States Can Save the Obamacare Exchanges," *Washington Post*, October 16, 2017.

"How to Save Public Sector Unions," *Slate*, June 27, 2018 (with David Louk).

"If Trump Pardons, It Could Be a Crime," *New York Times*, July 21, 2017 (with Eric Posner).

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"Justice Kennedy: A Justice Who Changed His Mind," *SCOTUSblog*, June 29, 2018.

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"The Logan Act and its Limits," *Lawfare*, December 7, 2017 (with Eric Posner).

"Next Stop for Mutual-Fund Fees: Zero," *Wall Street Journal*, June 11, 2018 (with William A. Birdthistle).

"No, 401(k)s Aren't a 'Great and Popular Middle Class Tax Break'," *The Atlantic*, October 24, 2017 (with William A. Birdthistle).

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"Of Course the President Can Obstruct Justice," *Slate*, December 4, 2017.

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"The One Question Worth Asking," *Take Care*, July 25, 2017.

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"Why States May Get Away with Creative Income Tax Maneuvers," *The Conversation*, January 7, 2018.

"Why the Trump Team Should Fear the Logan Act," *New York Times*, December 4, 2017 (with Eric Posner).

M. TODD HENDERSON

Michael J. Marks Professor of Law

Books

Federal Securities Laws: Selected Statutes, Rules and Forms (2017-2018 ed.) (Foundation Press, 2017) (with John Coffee & Hillary Sale).

Outsourcing the Board: How Board Service Providers Can Improve Corporate Governance (Cambridge University Press, 2018) (with Stephen Bainbridge).

Journal Articles & Book Chapters

"Firms without Boards: Unleashing the Hayekian Firm," in *Research Handbook on Austrian Law and Economics*, Todd Zywicki & Peter Boettke, eds. (Edward Elgar, 2017).

"Making a Market for Corporate Disclosure," 35 *Yale Journal on Regulation* 383 (2018) (with Kevin Haeberle).

"Taking Systemic Risk Seriously in Financial Regulation," 92 *Indiana Law Journal* 1559 (2017) (with James C. Spindler).

Other Publications

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"Here's What it Means to Obstruct Justice (and Yes, the President Can)," *Fortune*, December 6, 2017.

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"The Real Reason United Won't Be Fined for Dragging David Dao Off That Plane," *Fortune*, September 13, 2017.

"Want To Address Climate Change? Look To Business, Not Government," *Forbes*, December 6, 2017.

AMY HERMALIK

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Other Publications

"A Fine for a Yelp Sticker? Sign Ordinance No Friend of Small Biz," *Crain's Chicago Business*, August 17, 2017 (with Elliott Richardson).

WILLIAM H. J. HUBBARD

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Journals

Editor, *Journal of Legal Studies*.

Journal Articles & Book Chapters

"The Effects of Twombly and Iqbal," 14 *Journal of Empirical Legal Studies* 474 (2017).

"Quantum Economics, Newtonian Economics, and Law," 2017 *Michigan State Law Review* 425 (2017).

"The Supreme Court of India: A People's Court?" 1 *Indian Law Review* 145 (2017) (with Aparna Chandra and Sital Kalantry).

AZIZ Z. HUQ

Frank and Bernice J. Greenberg Professor of Law, Mark Claster Mamolen Teaching Scholar

Journal Articles & Book Chapters

"Apparent Fault," 131 *Harvard Law Review* 1525 (2018) (with Genevieve Lakier).

"The People against the Constitution," 116 *Michigan Law Review* 1123 (2018).

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"Terrorism and Democratic Recession," 85 *University of Chicago Law Review* 457 (2018).

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"Institutional Loyalties in Constitutional Law," 85 *University of Chicago Law Review* 1 (2018) (with David Fontana).

"Constitutionalism, Legitimacy, and Public Order: A South African Case Study," in *Constitutional Triumphs, Constitutional Disappointments*, Rosalind Dixon & Theunis Roux, eds. (Cambridge University Press, 2018).

"How We Lost Constitutional Democracy," in *Can It Happen Here? Authoritarianism in America*, Cass R. Sunstein, ed. (Dey Street Books, 2018) (with Tom Ginsburg).

"The Consequences of Disparate Policing: Evaluating Stop and Frisk as a Modality of Urban Policing," 101 *Minnesota Law Review* 2397 (2017).

Other Publications

"The Future of Constitutional Discrimination Law after *Trump v. Hawai'i*," *Take Care*, June 26, 2018.

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"Will Religion Decide the Fate of the Guantanamo Detainees?" *The Guardian*, January 11, 2018.

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"How Would Trump Handle a Terror Attack," *The Guardian*, September 18, 2017.

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"When Government Defames," *New York Times*, August 10, 2017, at p. A19.

"Supreme Court can Second-Guess Trump without Weakening Executive Power," *The Hill*, June 6, 2017.

DENNIS J. HUTCHINSON

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Journals

The Supreme Court Review, volume 2017 (2018) (edited with Geoffrey Stone & David A. Strauss).

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Journal Articles & Book Chapters

"Financial Intermediation in Private Equity: How Well Do Funds Of Funds Perform?" 129 *Journal of Financial Economics* 287 (2018) (with Robert Harris, Tim Jenkinson & Ruediger Stucke).

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Harry A. Bigelow Teaching Fellow and Lecturer in Law

Journal Articles & Book Chapters

"Death and Dignity in American Law," in *Oxford Philosophical Concepts: Dignity*, Remy Debes, ed. (Oxford University Press, 2017).

"Extraterritorial Punishment," 20 *New Criminal Law Review* 66 (2017).

"When Citizenship Means Race," in *Race, Criminal Justice, and Migration Control*, Mary Bosworth, Alpa Parmar & Yolanda Vazquez, eds. (Oxford University Press, 2018).

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Director of the Institute for Justice Clinic on Entrepreneurship and Lecturer in Law

Journal Articles & Book Chapters

"How Do You Formalize a Tamale?: How to Ease Street Vendors' Transition out of the Shadow Economy," 7 *UC Irvine Law Review* 453 (2017).

GENEVIEVE LAKIER

Assistant Professor of Law

Journal Articles & Book Chapters

"Apparent Fault," 131 *Harvard Law Review* 1525 (2018) (with Aziz Huq).

Other Publications

"The Potential Silver Lining in Trump's Travel Ban," *Washington Post*, July 5, 2017 (with Adam S. Chilton).

"The Problem Isn't the Use of Analogies but the Analogies Courts Use," *Knight First Amendment Institute's Emerging Threats*, March 1, 2018.

WILLIAM M. LANDES

Clifton R. Musser Professor Emeritus of Law and Economics and Senior Lecturer

Journal Articles & Book Chapters

"When It Comes to Business, the Right and Left Sides of the Court Agree," 54 *Washington University Journal of Law and Policy* 33 (2017) (with Lee Epstein & Richard A. Posner).

BRIAN LEITER

Karl N. Llewellyn Professor of Jurisprudence, Director of the Center for Law, Philosophy, and Human Values

Books

Oxford Studies in Philosophy of Law, volume 3 (Oxford University Press, 2018) (co-edited with John Gardner and Leslie Green).

Journal Articles & Book Chapters

"Friedrich Nietzsche: The Truth is Terrible," *Times Literary Supplement*, June 21, 2018.

"Why Academic Freedom?" in *The Value and Limits of Academic Speech: Philosophical, Political, and Legal Perspectives*, Donald Downs & Chris Surprenant, eds. (Routledge, 2018).

Other Publications

Leiter Law School Reports (blog).

Leiter Reports (blog).

"Academic Ethics: 'Hidden' Hiring Criteria," *Chronicle of Higher Education*, January 30, 2018.

"Academic Ethics: Is 'Diversity' the Best Reason for Affirmative Action?" *Chronicle of Higher Education*, September 29, 2017.

"Academic Ethics: To Rank or Not to Rank?" *Chronicle of Higher Education*, July 12, 2017.

STEVEN LEVITT

William B. Ogden Distinguished Service Professor, Economics

Journal Articles & Book Chapters

"The Economics of Crime," 125 *Journal of Political Economy* 1920 (2017).

"The Impact of Hurricane Katrina on Its Victims: Evidence from Individual Tax Returns, 10 *American Economic Journal: Applied Economics* 202 (2018).

SAUL LEVMORE

William B. Graham Distinguished Service Professor of Law

Books

Aging Thoughtfully: Conversations about Retirement, Romance, Wrinkles, and Regret (Oxford University Press, 2017) (with Martha Nussbaum).

Journal Articles & Book Chapters

"Merit Goods, Calabresi Goods, and Rent-Seeking: In Honor of Guido Calabresi's *The Future of Law and Economics*," 16 *Jerusalem Review of Legal Studies* 129 (2017).

"Semi-Confidential Settlements in Civil, Criminal, and Sexual Assault Cases," 103 *Cornell Law Review* 311 (2018) (with Frank Fagan).

"Threats and Criminal Deterrence in Several Dimensions," 2017 *University of Illinois Law Review* 1333 (2017) (with Ariel Porat).

Other Publications

"The Case for Moving to a Retirement Community," *MarketWatch*, December 30, 2017.

"Let's Agree on an Age to Retire," *Wall Street Journal*, September 22, 2017 (with Martha Nussbaum).

"A Provocative Argument for Mandatory Retirement," *Next Avenue*, December 6, 2017.

JOHN LIST

Homer J. Livingston Professor, Economics

Journal Articles & Book Chapters

"Combining Behavioral Economics and Field Experiments to Reimagine Early Childhood Education," 2 *Behavioural Public Policy* 1 (2018) (with Anya Samek & Dana Suskind).

"Experimental Economics in the *Journal of Political Economy*," 125 *Journal of Political Economy* 1925 (2017).

"Gender, Age, and Competition: A Disappearing Gap?" 150 *Journal of Economic Behavior and Organization* 256 (2018) (with Jeffrey Flory & Uri Gneezy & Kenneth Leonard).

"Introduction to The Past, Present, and Future of Economics: A Celebration of the 125-Year Anniversary of the JPE and of Chicago Economics," 125 *Journal of Political Economy* 1723 (2017) (with Harald Uhlig).

"Learned Generosity? An Artefactual Field Experiment with Parents and Their Children," 143 *Journal of Economic Behavior and Organization* 28 (2017) (with Avner Ben-Ner, Louis Putterman & Anya Samek).

"Redefine Statistical Significance," 2 *Nature Human Behaviour* 6 (2018) ((with approx. fifty other authors)).

"Scaling for Economists: Lessons from the Non-Adherence Problem in the Medical Literature," 31 *Journal of Economic Perspectives* 125 (2017) (with Omar al-Ubaydli, Danielle LoRe & Dana Suskind).

"The Test-Retest Reliability of The Latent Construct of Executive Function Depends on whether Tasks are Represented as Formative or Reflective Indicators," 23 *Child Neuropsychology* 822 (2017) (with Michael Willoughby, Laura Kuhn, Clancy Clair & Anya Samek).

"To Replicate or Not To Replicate? Exploring Reproducibility in Economics through the Lens of a Model and a Pilot Study," 127 *Economic Journal* F209 (2017) (with Zacharias Maniadis & Fabio Tufano).

LYONETTE LOUIS-JACQUES

Foreign and International Law Librarian and Lecturer in Law

Journal Articles & Book Chapters

"Book Review (reviewing *Comparative Tort Law: Global Perspectives*)," 45 *International Journal of Legal Information* 193 (2017).

"Guide to Cuban Law and Legal Research," 45 *International Journal of Legal Information* 76, 90 (2017) (with Julianne E. Grant, Marisol Florén-Romero, Sergio Stone, Cate Kellett, Teresa Miguel-Stearns, Eduardo Colón-Semidey, Jootaek Lee, Steven Alexandre da Costa, Jonathan Pratter, Irene Kraft & Yasmin Morais).

Other Publications

"So You Want to Be a Foreign Law Librarian," *Slaw*, May 16, 2018.

"The INT-LAW Email Discussion List Migrates to Google Groups," *Slaw*, March 13, 2018.

"New Developments in International Legal Information Resources," *Slaw*, January 22, 2018.

"Tiny Care, or Saying Yes to Saying No," *Slaw*, November 17, 2017.

"Picturing the Law," *Slaw*, September 19, 2017.

ANUP MALANI

Lee and Brena Freeman Professor of Law

Journals

Editor, *Journal of Law & Economics*.

Journal Articles & Book Chapters

"Civil Rights Laws: The Authors Reply," 36 *Health Affairs* 2212 (2017) (with Amitabh Chandra & Michael Frakes).

Other Publications

"Road Map for a Successful Modicare," *Mint*, March 6, 2018 (with Cynthia Kinnan).

"Why the I.R.S. Fears Bitcoin," *New York Times*, January 22, 2018 (with Richard T. Holden).

JONATHAN S. MASUR

John P. Wilson Professor of Law, David and Celia Hilliard Research Scholar, and Director of the Wachtell, Lipton, Rosen & Katz Program in Behavioral Law, Finance and Economics

Journal Articles & Book Chapters

"Cost-Benefit Analysis and the Judicial Role," 85 *University of Chicago Law Review* 935 (2018) (with Eric Posner).

"How Patent Damages Skew Licensing Markets," 36 *Review of Litigation* 379 (2017) (with Erik Hovenkamp).

"Should Regulation Be Countercyclical?" 34 *Yale Journal on Regulation* 857 (2017) (with Eric Posner).

RICHARD H. MCADAMS

Deputy Dean and Bernard D. Meltzer Professor of Law

Journal Articles & Book Chapters

"The Cross-Examination of Mayella Ewell," 69 *Alabama Law Review* 579 (2018).

JUDITH MILLER

Associate Clinical Professor of Law

Other Publications

"My Attempt at Jury Duty Failed — because I'm a Nursing Mother," *Chicago Tribune* (October 13, 2017).

JENNIFER NOU

Professor of Law and Ronald H. Coase Teaching Scholar

Other Publications

"Bureaucratic Exit and Loyalty under Trump," *Yale Journal on Regulation: Notice & Comment*, January 9, 2018.

"Census Smoke Signals," *Take Care*, March 29, 2018.

"How Agencies Should Use Waivers and Exemptions," *The Regulatory Review*, March 9, 2018 (with Aaron Nielson).

"The SEC's Improper Subdelegation (Statutory, not Constitutional)," *Yale Journal on Regulation: Notice & Comment*, April 11, 2018.

"The SEC's Subdelegated Appointments Power," *Yale Journal on Regulation: Notice & Comment*, December 1, 2017.

MARTHA C. NUSSBAUM

Ernst Freund Distinguished Service Professor of Law and Ethics

Books

Aging Thoughtfully (Oxford University Press, 2017) (with Saul Levmore). Spanish translation (Paidós, 2018).

The Monarchy of Fear: A Philosopher Looks at Our Political Crisis (Simon and Schuster, 2018).

Spanish translation of *Anger and Forgiveness* (FCE Mexico, 2018). Italian translation (Il Mulino, 2017). Chinese translation (Shang Zhou Publishing House, 2018). Korean translation (Munhakdongne, 2018).

Chinese translation of *From Disgust to Humanity: Sexual Orientation and Constitutional Law* (Oxford University Press, 2018).

Italian translation of *Liberty of Conscience: In Defense of America's Tradition of Religious Equality* (Anicia, 2018).

Czech translation of *Not For Profit: Why Democracy Needs the Humanities* (Filosofický ústav AV ČR, 2017).

Chinese translation of *The Therapy of Desire: Theory and Practice in Hellenistic Ethics* (Peking University Press, 2017).

Confronting Torture: Essays on the Ethics, Legality, History, and Psychology of Torture Today (University of Chicago Press, 2018) (edited with Scott A. Anderson).

Journal Articles & Book Chapters

"Accountability for Sexual Violence," YTL Center website King's College, London, <https://www.kcl.ac.uk/law/c-ppl/news-events/inaugural-annual-lectures.aspx> (with author reply to replies).

"Ambedkar's Constitution: Promoting Inclusion, Opposing Majority Tyranny," in *Assessing Constitutional Performance* 295-336, Tom Ginsburg and Aziz Z. Huq, eds. (Cambridge University Press, 2017).

"Anger: Weakness, Payback, Down-Ranking," in *Human Development in Times of Crisis* 211-262, Hans-Uwe Otto, ed. (Palgrave-MacMillan 2017).

"Citizens of the World," in *The Idea of the University* 393-411, Ronald Barnett and Michael A. Peters, eds. (Vol. 2, Peter Lang, 2018) (chapter of *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*).

"Education for Citizenship in an Era of Global Connection," in *Contemporary Philosophical Proposals for the University: Toward a Philosophy of Higher Education* 145-60, Aaron Stoller and Eli Kramer, eds. (Palgrave MacMillan, 2018).

"From Anger to Love: Self-Purification and Political Resistance," in *To Shape a New World: Essays on the Political Philosophy of Martin Luther King, Jr.* 105-26, Tommie Shelby and Brandon M. Terry, eds. (Harvard University Press, 2018).

"Human Capabilities and Animal Lives: Conflict, Wonder, Law: A Symposium," 18 *Journal of Human Development and Capabilities* 317-21 (2017).

"Legal Protection for Whales: Capabilities, Entitlements, and Culture," in *Animals, Race and Multiculturalism: Contemporary Moral and Political Debates* 95-120, Luis Cordeiro Rodrigues, ed. (Palgrave Macmillan, 2017) (with Rachel Nussbaum Wichert).

"Minimum Core Obligations: Toward a Deeper Philosophical Inquiry," comments on John Tasioulas,

"Minimum Core Obligations: Human Rights in the Here and Now," part of an online symposium at jamesgstewart.com/minimum-core-obligations-toward-a-deeper-philosophical-inquiry/.

"Philosophy in the Service of Humanity," *Inamori Foundation 2016 Yearbook* (2017) (in Japanese translation) (text of Kyoto Prize Lecture). Italian translation in *3 Vita e Pensiero* 8-18 (2017), 8-18. Published in English with facing page Japanese translation in *Kyoto Prize and Inamori Grants 2016* 191-225 (Inamori Foundation, 2017). A revised version published in *1:2 Know*, Shadi Bartsch-Zimmer, ed.

"Scientific Whaling? The Scientific Research Exception and the Future of the International Whaling Commission," 18 *Journal of Human Development and Capabilities* 356-69 (2017) (with Rachel Nussbaum Wichert).

"Why Lawyers Need a Broad Social Education," 91 *Australian Law Journal* 894-906 (2017).

"Working With and For Animals: Getting the Theoretical Framework Right," 94 *Denver Law Review* 609-25 (2017). Longer version published in the *Journal of Human Development and Capabilities*, 2018.

Other Publications

"Aging Thoughtfully: Martha Nussbaum and Saul Levmore on Retirement, Romance, Wrinkles, and Regret," <https://www.huffingtonpost.com/entry/59f85150e4b0e4c2eab1c399> (interview with Nell Minow).

"La Rabbia e il Perdono," 17 *Dialoghi* 66-70 (2017) (interview with the editors, translated by them).

"Sex, Love, and the Aging Woman," *New York Times* (October 30, 2017) https://www.nytimes.com/2017/10/30/opinion/sex-love-aging-woman.html?_r=0.

RANDAL C. PICKER

James Parker Hall Distinguished Service Professor of Law

Books

Antitrust Law and Trade Regulation: Cases and Materials (7th ed.) (Foundation Press, 2018) (with A. Douglas Melamed, Philip Weiser & Diane P. Wood).

Journal Articles & Book Chapters

"Platforms and Adjacent Market Competition: A Look at Recent History," in *Digital Platforms and Concentration* (University of Chicago Booth School of Business, 2018).

Other Publications

"AT&T Shellacs the Government in Time Warner Merger Case," *ProMarket*, June 13, 2018.

"The Bankruptcy Partition," *CLS Blue Sky Blog*, April 30, 2018 (with Douglas G. Baird & Anthony Casey).

"With Amex Ruling, Modern IO Theory Makes Important Inroads with SCOTUS," *ProMarket*, June 28, 2018.

ERIC A. POSNER

Kirkland & Ellis Distinguished Service Professor of Law and Arthur and Esther Kane Research Chair

Books

Last Resort: The Financial Crisis and the Future of Bailouts (University of Chicago Press, 2018).

Radical Markets: Uprooting Capitalism and Democracy for a Just Society (Princeton University Press, 2018) (with E. Glen Weyl).

Journal Articles & Book Chapters

"Cost-Benefit Analysis and the Judicial Role," 85 *University of Chicago Law Review* 935 (2018) (with Jonathan Masur).

"The Dictator's Handbook, US Edition," in *Can It Happen Here? Authoritarianism in America*, Cass R. Sunstein, ed. (Dey Street Books, 2018).

"Emergencies, Tradeoffs, and Deference," in *Civil Rights and Security*, David Dyzenhaus, ed. (Routledge, 2017) (with Adrian Vermeule).

"Liberal Internationalism and the Populist Backlash," 49 *Arizona State Law Journal* 795 (2017).

"Moral Commitments in Cost-Benefit Analysis," 103 *Virginia Law Review* 1809 (2017) (with Cass R. Sunstein).

"A Proposal to Limit the Anticompetitive Power of Institutional Investors," 81 *Antitrust Law Journal* 669 (2017) (with Fiona Scott Morgan & E. Glen Weyl).

"Should Regulation Be Countercyclical?" 34 *Yale Journal on Regulation* 857 (2017) (with Jonathan Masur).

"Social Norms and Economic Analysis of the Law," in *Economic Analysis of Law: A European Perspective*, Aristides N. Hatzis, ed. (Edward Elgar, 2017).

Other Publications

EricPosner.com (blog).

"America is Nowhere Near a Constitutional Crisis," *Foreign Policy*, December 26, 2017.

"A Better Way to Protect Robert Mueller," *New York Times*, August 7, 2017 (with Daniel Hemel).

"The Case for Obstruction Charges," *New York Times*, June 15, 2017 (with Daniel Hemel).

"Corporate America Is Suppressing Wages for Many Workers," *New York Times*, February 28, 2018 (with Alan Krueger).

"Data Workers of the World, Unite!" *ProMarket*, April 25, 2018 (with E. Glen Weyl).

"How Economists Became So Timid," *Chronicle of Higher Education*, May 6, 2018 (with E. Glen Weyl).

"If Trump Pardons, It Could Be a Crime," *New York Times*, July 21, 2017 (with Daniel Hemel).

"It's Time to Audit America's Secrets," *Foreign Policy*, February 2, 2018.

"The Logan Act and its Limits," *Lawfare*, December 7, 2017 (with Daniel Hemel).

"More and More Companies Have Monopoly Power Over Workers' Wages. That's Killing the Economy," *Vox*, April 6, 2018 (with Suresh Naidu & E. Glen Weyl).

"The Obstruction of Justice Case against Donald Trump," *Slate*, July 27, 2017 (with Daniel Hemel).

"Sponsor an Immigrant Yourself," *Politico Magazine*, February 13, 2018 (with E. Glen Weyl).

"A Radical Proposal for Improving Capitalism," *Barron's*, June 2018 (with E. Glen Weyl).

"The Real Villain Behind Our New Gilded Age," *New York Times*, May 1, 2018 (with E. Glen Weyl).

"The Supreme Court is an Anti-democratic Nightmare. Here's How to Fix It," *Vox*, June 29, 2018 (with E. Glen Weyl).

"Trump Could Be Removed for Political Incompetence - Using the 25th Amendment," *Washington Post*, September 12, 2017.

"Trump Has Plenty of Bark. His Predecessors Had More Bite," *Washington Post*, February 2, 2018.

"Want Our Personal Data? Pay for It," *Wall Street Journal*, April 20, 2018 (with E. Glen Weyl).

"Why the Trump Team Should Fear the Logan Act," *New York Times*, December 4, 2017 (with Daniel Hemel).

RICHARD A. POSNER

Senior Lecturer in Law

Books

The Federal Judiciary: Strengths and Weaknesses (Harvard University Press, 2017).

Reforming the Federal Judiciary: My Former Court Needs to Overhaul Its Staff Attorney Program and Begin Televising Its Oral Arguments (CreateSpace, 2017).

Journal Articles & Book Chapters

"Statutory Interpretation on the Bench: A Survey of Forty-Two Judges on the Federal Courts of Appeals," 131 *Harvard Law Review* 1298 (2018) (with Abbe Gluck).

"When It Comes to Business, the Right and Left Sides of the Court Agree," 54 *Washington University Journal of Law and Policy* 33 (2017) (with Lee Epstein & William M. Landes).

JOHN RAPPAPORT

Assistant Professor of Law

Other Publications

"Jeff Sessions Is Scapegoating the ACLU for Chicago's Murder Rate Spike," *Slate.com*, May 11, 2018.

GERALD ROSENBERG

Associate Professor of Political Science

Journal Articles & Book Chapters

"Protecting Privilege: The Historic Role of the U.S. Supreme Court and the Great Progressive Misunderstanding," in *Judicial Power and the Left* 76, Richard Elkins & Graham Gee, eds. (Policy Exchange, 2017).

KYLE ROZEMA

Wachtell Lipton Fellow in Behavioral Law and Economics

Journal Articles & Book Chapters

"The Effect of Tax Expenditures on Automatic Stabilizers: Methods and Evidence," 14 *Journal of Empirical Legal Studies* 548 (2017) (with Hautahi Kingi).

"Inequality and the Mortgage Interest Deduction," 770 *Tax Law Review* 667 (2017) (with Daniel Hemel).

"The Legal Academy's Ideological Uniformity," 47 *Journal of Legal Studies* 1 (2018) (with Adam Bonica, Adam S. Chilton & Maya Sen).

AMY DRU STANLEY

Associate Professor, History

Journal Articles & Book Chapters

"The Sovereign Market and Sex Difference: Human Rights in America," in *American Capitalism: New Histories*, Sven Beckert & Christine Desan, eds. (Columbia University Press, 2018).

Other Publications

"A Radical Right to Happiness: The 19th-century Fight over Theatergoing that Revolutionized Human Rights," *Slate Magazine*, December 21, 2017.

NICHOLAS STEPHANOPOULOS

Professor of Law and Herbert and Marjorie Fried Research Scholar

Books

Election Law: Cases & Materials (6th ed.) (Carolina Academic Press, 2017) (with Daniel Lowenstein & Richard Hasen & Daniel Tokaji).

Journal Articles & Book Chapters

"Accountability Claims in Constitutional Law," 112 *Northwestern University Law Review* 989 (2018).

"The Causes and Consequences of Gerrymandering," 59 *William and Mary Law Review* 2115 (2018)

"The Measure of a Metric: The Debate Over Quantifying Partisan Gerrymandering," 70 *Stanford Law Review* 1503 (2018) (with Eric McGhee).

Other Publications

Election Law Blog (regular contributor).

"The Case against Partisan Gerrymandering," *Slate*, September 25, 2017.

"In Pennsylvania Gerrymander Case, Experts Can't Defend the Indefensible," *Philadelphia Inquirer*, December 7, 2017.

"The Justices Have Questions About How to Fix Partisan Gerrymandering," *Slate*, October 4, 2017.

"The Research that Convinced SCOTUS to Take the Wisconsin Gerrymandering Case, Explained," *Vox*, July 11, 2017.

"What Virginia Tells Us, and Doesn't Tell Us, About Gerrymandering," *Los Angeles Times*, November 10, 2017.

GEOFFREY R. STONE

Edward H. Levi Distinguished Service Professor of Law

Books

Constitutional Law (8th ed.) (Wolters Kluwer, 2017) (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet & Pamela S. Karlan).

Journals

The Supreme Court Review, volume 2017 (2018) (edited with Dennis J. Hutchinson & David A. Strauss).

Journal Articles & Book Chapters

"'It Can't Happen Here': The Lessons of History," in *Can It Happen Here? Authoritarianism in America*, Cass R. Sunstein, ed. (Dey Street Books, 2018).

"National Security, National Origin, and the Constitution: 75 Years after Eo9066," 68 *Case Western Reserve Law Review* 1067 (2018).

"Roe v. Wade, Past, Present, and Future," *Harvard Law and Policy Review* (2018) (online).

Other Publications

"Faith, Law and Dianne Feinstein," *New York Times*, September 13, 2017 (with Eric Segall).

"Here's What Life Was Like for American Women in America before *Roe v. Wade*," *Daily Beast*, July 10, 2018.

"It Can Happen Here: The 75th Anniversary of the Japanese Internment: Part I," *Huffington Post*, November 18, 2017.

"It Can Happen Here: The 75th Anniversary of the Japanese Internment: Part II," *Huffington Post*, November 19, 2017.

"It Can Happen Here: The 75th Anniversary of the Japanese Internment: Part III," *Huffington Post*, November 20, 2017.

"It's Now Up to Senate Moderates to Save the Supreme Court," *Huffington Post*, July 10, 2018.

"The Lawsuit against Black Lives Matter and the Central Meaning of the First Amendment," *Huffington Post*, July 10, 2017.

"The Lessons of Charlottesville: Speech and Guns," *Huffington Post*, August 21, 2017.

"Masterpiece Cakeshop: Wedding Cakes, the First Amendment, and the Supreme Court," *Huffington Post*, December 1, 2017.

"Masterpiece Cakeshop: Wedding Cakes, the First Amendment, and the Supreme Court: Part II," *Huffington Post*, December 2, 2017.

"My Exchange with Alt-Right Leader Richard Spencer," *Huffington Post*, August 12, 2017.

"The One Change We Need to Surveillance Law," *Washington Post*, October 9, 2017 (with Michael Morell).

"Reflections on Whether the First Amendment Is Obsolete," *Knight First Amendment Institute's Emerging Threats*, February 1, 2018 (response to Tim Wu's essay "Is the First Amendment Obsolete?").

"Roseanne Barr and the NFL: What Counts as Free Speech?" *Rolling Stone*, May 2018.

"Trump Picked Kavanaugh: How Will He Change the Supreme Court?" *Politico*, July 10, 2018.

"Trump's Outrageous 'Proclamation' About Transgender Persons Serving in the Military is Ignorant, Immoral, and Un-American," *Huffington Post*, July 26, 2017.

"Your Challenge: Address to the National Student Leaders of the American Constitution Society," *ACSBlog*, March 12, 2018.

LIOR STRAHILEVITZ

Sidley Austin Professor of Law

Books

Property (9th ed.) (Wolters Kluwer, 2018) (with Jesse Dukeminier, James Krier, Gregory Alexander & Michael H. Schill).

Journal Articles & Book Chapters

"Historic Preservation and It's Even Less Authentic Alternative," in *Evidence and Innovation on Housing Law and Policy*, Lee Anne Fennell & Benjamin Keys, eds. (Cambridge University Press, 2017).

"Interpreting Contracts via Surveys and Experiments," 92 *New York University Law Review* 1753 (2017) (with Omri Ben-Shahar).

"The Myth of Fourth Amendment Circularity," 84 *University of Chicago Law Review* 1747 (2017) (with Matthew Kugler).

Other Publications

Concurring Opinions Blog (various posts in 2017 and 2018 about *Carpenter v. United States*) (with Matthew Tokson).

"How to Interpret a Contract? Ask Those Who'd Sign It," *Law360*, March 21, 2018 (with Omri Ben-Shahar & Duo Jiang, Kristina Shampanier & Rebecca Fair).

DAVID A. STRAUSS

Gerald Ratner Distinguished Service Professor of Law and Faculty Director of the Jenner & Block Supreme Court and Appellate Clinic

Journals

The Supreme Court Review, volume 2017 (2018) (edited with Dennis J. Hutchinson & Geoffrey Stone).

Journal Articles & Book Chapters

"Law and the Slow-Motion Emergency," in *Can It Happen Here? Authoritarianism in America*, Cass R. Sunstein, ed. (Dey Street Books, 2018).

"Why the Burger Court Mattered (reviewing *The Burger Court and the Rise of the Judicial Right* by Michael J. Graetz and Linda Greenhouse)," 116 *Michigan Law Review* 1067 (2018).

MARK TEMPLETON

Clinical Professor of Law and Director of the Abrams Environmental Law Clinic

Other Publications

Forbes (regular contributor).

LAURA WEINRIB

Professor of Law

Journal Articles & Book Chapters

"The Right to Work and the Right to Strike," 2017 *University of Chicago Legal Forum* 513 (2017).

DAVID A. WEISBACH

Walter J. Blum Professor of Law

Journal Articles & Book Chapters

"Capital Gains Taxation and Corporate Investment," 70 *National Tax Journal* 621 (2017).

"New Equity Integration," 71 *Tax Law Review* 1 (2017).

DIANE P. WOOD

Senior Lecturer in Law

Books

Antitrust Law and Trade Regulation: Cases and Materials (7th ed.) (Foundation Press, 2018) (with A. Douglas Melamed, Randal C. Picker, Philip Weiser).

Journal Articles & Book Chapters

"Justice Blackmun and Individual Rights," 122 *Dickinson Law Review* 33 (2017).

ERICA ZUNKEL

Associate Clinical Professor of Law and Associate Director of the Federal Criminal Justice Clinic

Other Publications

"We've Made Progress with Criminal Justice Reform. This Trump Pick Could Undo It All," *Fortune*, March 15, 2018.



SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2017-18

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

ABRAMS ENVIRONMENTAL LAW CLINIC

More than a year ago, the Surfrider Foundation asked the Abrams Clinic to explore water quality issues along the Lake Michigan shoreline in northwest Indiana, where its members like to surf. During that investigation, in April 2017, the U. S. Steel plant in Portage, Indiana spilled approximately 300 pounds of hexavalent chromium into Lake Michigan; in the prior five years, the facility had multiple other discharges of pollutants in violation of its Clean Water Act permit. In January 2018, the Abrams Clinic filed a suit on behalf of Surfrider against U. S. Steel, alleging multiple violations of U. S. Steel's discharge permits. The City of Chicago filed suit shortly after, followed by the federal government and the state of Indiana. The government proposed a consent decree to settle all legal issues against U. S. Steel. Surfrider and the City found the consent decree lacking, with regard to both the technical requirements for U. S. Steel and the monetary penalty proposed. The Abrams Clinic filed extensive comments on the proposed consent decree, and it plans to move forward with its litigation if the consent decree is not drastically improved.

The Abrams Clinic is currently working with a group of local and national environmental organizations to seek review of an order by the Illinois Department of Natural Resources (IDNR) which allows the Metropolitan Water Reclamation District of Greater Chicago (MWRD) to take an additional 420 billion gallons of water from Lake Michigan for use in the Chicago Area Waterway System. After the flow of the Chicago River was reversed in 1900 to prevent waste from flowing into Lake Michigan and polluting the drinking water supply, MWRD has used Lake Michigan water to flush pollutants down the river and away from Chicago. The Abrams Clinic filed a complaint against IDNR, alleging that IDNR should have considered conservation practices that MWRD could have implemented, rather than just granting MWRD's request for additional Lake Michigan water. All parties have moved for summary judgment.

The Abrams Clinic has worked with a coalition of both local and national environmental organizations to initiate enforcement of the Clean Water Act against the Chicago-based Trump Tower. Trump Tower draws water from the Chicago River to assist in cooling the facility. However, Trump Tower appears never to have conducted the legally-required studies to determine the impact of those operations on aquatic life, nor has it installed the required equipment in its water intake system to protect that wildlife. The Clinic drafted and sent a CWA-required

notice of intent to sue to Trump Tower, after which time if state or federal regulators do not instigate regulatory action, the Clinic will be empowered to bring suit against Trump Tower. The notice of intent to sue received media attention, including a frontpage story in the Chicago Tribune.

The Abrams Clinic has also continued representing Michael Greenstone, Director of the Energy Policy Institute at Chicago and former Chief Economist at the Council of Economic Advisers under President Obama in his work to promote the development of the Social Cost of Carbon (SCC), and advocating for the use of a realistically calculated SCC in regulatory proceedings. The SCC is an estimate of the environmental, health and societal externalities imposed by the emission of a ton of carbon dioxide, and it is estimated at approximately \$40 per ton. Under President Obama, agencies were directed to use the SCC for federal agency rulemakings. Since President Trump assumed office in 2017, his Administration has consistently refused to use the SCC or has used an artificially low figure for it.

On behalf of Professor Greenstone, the Clinic has advocated for using a realistic SCC in agency project approvals and in rulemakings through official comments and the filing of amicus briefs. The Clinic's work in this field includes: filing a formal comment on the draft Supplemental Final EIS and an objection to the draft Record of Decision for the proposed coal lease expansion of the West Elk Mine in Colorado for failing to include a thorough SCC analysis; filing a comment on the Environmental Protection Agency's Advanced Notice of Proposed Rulemaking for State Guidelines for Greenhouse Gas Emissions from Existing Electric Utility Generating Units urging any future rulemaking to consider an SCC component; commenting on the Office of Surface Mining's (OSM) draft EIS for the proposed coal-lease expansion at the Rosebud Mine in Montana and its proposed expansion of the Bull Mountain coal mine near Billings, Montana nothing OSM's failure to include an SCC analysis; and, submitting comments criticizing the Administration's proposed rulemaking to repeal the Obama-era Clean Power Plan for its non-rigorous application of SCC analysis. The Clinic's ongoing work includes the filing of amicus briefs in litigation related to the proposed coal-lease modification for the Spring Creek Mine in Montana and to Secretary of the Interior Ryan Zinke's secretarial order halting the previously-ordered programmatic environmental impact review of the federal coal-leasing program – the first such review since 1979.

The Abrams Clinic worked with Soulardarity, a grassroots non-profit working to bring community solar— a solar-electric system that provides power and/or financial benefit to more than one subscriber—to low-income and people of color communities in Highland Park, Michigan. Highland Park lost many of its streetlights after DTE Energy, the local utility company, repossessed them when the town fell behind on its payments, and Soulardarity formed to build solar-powered and community-owned streetlights. Recently, the Clinic has helped Soulardarity intervene in DTE Energy's proposed plan to comply with a statutory mandate to

generate 15% of its energy supply from renewable energy sources. DTE Energy intends to rely primarily on industrial wind farms to comply with the mandate. Soulardarity believes DTE Energy should incorporate community solar into their proposed plan because it provides better grid resilience and security and allows the community to become a participatory stakeholder in its own energy generation. The Clinic has helped Soulardarity strategize for its intervention in the matter currently before the Michigan Public Service Commission (MPSC) and is representing the organization in the MPSC proceeding. This follows on work which the Clinic performed earlier in the year in which it presented Soulardarity's concerns to the MPSC about the MPSC's staff proposal to change how the state credited customers with solar systems for the power their solar systems produced, e.g. net-metering.

The Abrams Clinic has supported the Illinois Commerce Commission (ICC) in its "NextGrid" study, an 18-month study examining critical issues facing the future of the state's electric utility industry. As part of these efforts, the Clinic helped organize and facilitate workshop discussions on topics ranging from climate change adaptation and resilience, to pathways to a decarbonized electric grid, to beneficial electrification. Approximately 30 participants, including representatives from Illinois' regulatory agencies, its two primary utilities, and environmental policy advocates, attended these sessions. These workshop discussions shall provide the basis of a portion of the ICC's final report.

The Abrams Clinic also assisted in preparing a strategy and advocacy tool kit for the Michigan chapter of the National Association for the Advancement of Colored People's (NAACP) Environmental and Climate Justice Program, which informed its communities about environmental and climate justice issues. The documents summarized available measures for promoting just energy policies and energy efficiency practices and provided examples of concrete actions Michigan NAACP leaders and members can take in their homes and in their communities to achieve those goals. Resources in the report range from a guide to contacting local representatives, to directions for signing up for community solar projects, to recommendations for increasing household energy efficiency.

CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

Our Clinic continues to work to make the most of this historic opportunity for meaningful change in Chicago that has resulted from years of outstanding student advocacy supporting the work of and providing legal services to individuals and families who have traditionally been denied access to justice. Last summer, our Clinic brought a system-wide civil rights pattern and practice lawsuit seeking a permanent injunction against and federal judicial oversight of the Chicago Police Department (CPD), after the United States Justice Department made findings of ongoing systemic constitutional violations but then retreated from its commitment to address those conditions in the wake of the presidential election. The Clinic

represents individuals and families most impacted by Chicago police abuse, and a coalition of community-based and civil rights organizations that range from Black Lives Matter Chicago and the Chicago Urban League to a Latino neighborhood association in this community-driven fight. In the past year, we successfully advocated for the Illinois Attorney General to become the first state attorney general in the United States to bring a federal civil rights pattern and practice lawsuit against a municipal police department. The Illinois AG's intervention in Chicago brought the City to the table to negotiate a consent decree that will govern the CPD and be overseen by a federal judge, supported by an independent monitoring team. Negotiations between the City and State are ongoing. Our Clinic students, together with our clients and attorney team, drew from our clients' lived experience, local knowledge harvested in the Clinic, and research on national best practices to draft a model Chicago Community Consent Decree available at <https://www.cpdclassaction.com/cccd/>. The Community Consent Decree lays out the blueprint for a comprehensive remedy and serves as a yardstick to measure the product of the City-State negotiations. We also negotiated an historic Memorandum of Agreement with the State of Illinois and City of Chicago that gives the people most impacted by CPD violence and discrimination the power to monitor and enforce the ultimate decree throughout its entire lifespan in federal court. Our Agreement also provides for a court hearing in which we can weigh in on the fairness and adequacy of any decree proposed by the City and State. Thus, our clinic students and clients won the opportunity to play a leading role over the next decade or more in efforts to solve what may be the City's most intractable issue that continues to cause incalculable harm to people on the ground.

We also made significant progress in developing a national model for police transparency, building upon the Citizens Police Data Project (<https://data.cpdp.co/data/L7azBo/citizens-police-data-project>), a public database that contains information about every available investigation of Chicago Police misconduct from 1967 through the present. We partnered with the Invisible Institute to develop this database, after Clinic students established the legal precedent in Illinois that police misconduct records belong to the public in *Kalven v. City of Chicago*. In the past year, the information that we made public has been used in fights to free wrongfully convicted people from prison, defend people unjustly accused of crimes, expose police abuse, prosecute civil rights cases in court, and shed light on a system that has insulated abusive officers from discipline. We are presently supporting the advocacy and work in other jurisdictions to improve police transparency around the country. Back in Illinois, our clinic students, in a team led by Jeremy Chen, filed a brief before the Illinois Appellate Court that seeks to confirm that investigations of official misconduct committed by officers when off-duty also bear on their public duties and belong to the public.

Of course we did not win every fight we took on this year. We suffered a heartbreaking loss in a federal jury trial last spring in a case in which a police

officer shot Justus Howell, a 17-year-old boy, twice in the back, killing him, as he was running away from the police in Zion, Illinois. Our student team of Jeremy Chen, Erica Maricich, Isabella Nascimento, and Andrew Sowle and former students, Mica Moore and Alexander Robinson, invested hundreds of hours side-by-side with our clients in the trenches, as they learned all that it means to represent a family in need, even in defeat. Our students experienced firsthand the often insurmountable barriers faced by marginalized Black families seeking justice, even and especially those who lose a loved one to state violence—the power disparities, racism, presumed lack of credibility, and bias. Our clients have modeled an ethos of service to our students. Even after their loss in court, they continue to advocate to prevent other families from losing loved ones to police brutality and to support others' fights against odds for justice. Our students recently attended a memorial for Justus, in which our client's family awarded academic scholarships to other promising children in need. The connections that our students made with our clients and their family will stay with both our students and clients throughout their lives. Among the legal lessons, our students learned the importance of jury *voir dire* to the guarantee of a fair trial. Drawing upon social scientific research and the work of fellow Clinic students with Associate Clinical Professor Judith Miller in the Federal Criminal Justice Clinic, our students drafted a powerful motion seeking to reform jury selection procedures in federal court in Chicago and to ameliorate the unconscious racial biases of potential jurors. Our student's work captured the attention of a local federal judge, who indicated that he intends to share our work with his colleagues in the federal judiciary, showing how even in defeat, our students' efforts have the potential to fundamentally change federal judicial practice and improve fairness in civil and criminal trials.

Graduating clinic students, Ayla Syed and Amelia Garza-Mattia, won a criminal trial, in partnership with clinic students in the Criminal Justice Clinic, under the leadership of Clinical Professor Herschella Conyers. Two Chicago police officers falsely charged our client with aggravated assault of the officers to cover up their own brutality. An officer shot our client in his stomach with a Taser, because our client had questioned the officer's authority. (Our client asked why the officer had ordered him to get up against the wall, when our client had not committed any crime.) As our client lay face down in the street, screaming in pain, the officer tased our client again, this time in the back. The officers wrote false police reports claiming that our client attacked them, and that the officers tased him in self defense. The officers were secure in their belief that nothing would happen to them. Our client's word (the word of an indigent Black man) would not prevail over that of the police. Police supervisors and the City signed off on the officers' tasing as a justified use of force. However, unbeknownst to the officers, a neighbor videotaped the incident. Our students masterfully used the video to show that the officers' sworn statements were lies. Our client fought back tears, when the judge

announced the “Not Guilty” verdict. Our client was free. He now serves as a class representative in our injunctive class action to prevent the similar abuse of others.

Other graduating clinic students, Alison Giest and Zac Henderson, investigated a case of Chicago police torture of a man who had spent nearly 30 years in prison, and they presented their findings to the Illinois Torture and Inquiry Relief Commission. The Commission adopted our students’ recommendations and draft opinion, found sufficient evidence of police torture for full judicial review, and referred the case for an evidentiary hearing in the state criminal courts. See https://www.washingtonpost.com/news/post-nation/wp/2018/06/09/dozens-claim-a-chicago-detective-beat-them-into-confessions-a-pattern-of-abuse-or-a-pattern-of-lies/?utm_term=.f1140f66deba.

Finally, in a happy end to a sad case to redress the years of physical abuse of our client when he was a child, the Clinic won a significant financial settlement from the child welfare workers and agencies that placed our client in harm’s way despite their knowledge of his severe repeated abuse. Our client, now middle-aged and a father himself, has long struggled with the pain of his childhood abuse. The settlement will provide needed support and treatment for years to come.

FEDERAL CRIMINAL JUSTICE CLINIC

STASH HOUSE IMPACT LITIGATION

From 2014 to the present, the Federal Criminal Justice Clinic (FCJC) created and spearheaded a complex, nationally-recognized, and ground-breaking litigation on behalf of 43 indigent criminal defendants in Chicago charged in twelve federal criminal “stash house” sting cases, which are currently pending before nine U.S. District Court judges.⁸ The clinic filed and litigated Motions to Dismiss for Racially Selective Law Enforcement for all 43 clients, alleging that the ATF unconstitutionally discriminated on the basis of race in targeting people of color in these cases, in violation of the Equal Protection Clause. (Of the 94 people selected by the ATF to commit this offense from 2006–2013, 91.5% were Black or Hispanic.)

The FCJC approached the legal issue of selective law enforcement in an innovative fashion by coordinating across cases and bringing empirical evidence to bear. The clinic retained an expert witness who is one of the nation’s premier authorities on race discrimination in policing—Professor Jeffrey Fagan of Columbia Law School. Professor Fagan conducted a statistical analysis on behalf of all 43

⁸ The “stash house” cases are unique, in that each case arises out of a proactive sting operation where the ATF targets individuals to rob a stash house that does not actually exist. The ATF encourages the person it targets to bring guns and recruit additional manpower. In fact, however, the stash house and the drugs are purely fictional. The United States Attorney’s Office ultimately charges the defendants with federal drug, gun, and robbery crimes, many of which carry draconian mandatory minimum penalties.

clients which found that the ATF discriminated against people of color in our cases. (Motions and expert report available at [this link](#).)

On December 14–15, 2017, all nine of the judges involved in these cases held a two-day joint evidentiary hearing on our Motions to Dismiss in the Ceremonial Courtroom of the federal courthouse. It was essentially an *en banc* evidentiary hearing in federal district court, an unprecedented occurrence. The *Chicago Tribune* published a front page story about the hearing, [Was Racial Profiling Behind ATF Stash House Stings? Chicago Judges To Take Up Landmark Case Today](#) (Dec. 13, 2017), and NPR's *Morning Edition* did a national story about it, [Court Decision Could Force Changes to ATF's Undercover Operations](#) (Dec. 15, 2017). FCJC students were integrally involved in preparing for the hearing, drafting direct and cross examinations, drafting closing argument, and mooting our expert witness. FCJC students also wrote numerous post-hearing motions and briefs.

Although Chief Judge Castillo “reluctantly denied” the FCJC’s Motion to Dismiss in his two stash house cases, his opinion speaks harshly about the stash house tactic: “Our criminal justice system should not tolerate false stash house cases in 2018.” *United States v. Brown*, 2018 WL 1278577, at *1 (N.D. Ill Mar. 12, 2018). In particular, he critiques the operation for primarily ensnaring people of color: “The inherent problems of this District’s false stash house cases must be seen through the lens of our country’s sad history of racism.” *Id.* at *2. Judge Castillo further notes that false stash house cases “generate great disrespect for law enforcement efforts,” *id.* at *1, and implores the government to “relegat[e]” them to “the dark corridors of our past,” *Id.*

When the FCJC began this litigation, our 43 clients were facing 15–25 year mandatory minimums and far higher sentences under the Sentencing Guidelines. In the wake of the hearing, the U.S. Attorney’s Office in Chicago made highly unusual plea offers in all of the cases, offering to dismiss all of the remaining mandatory minimum gun and drug charges. See [Under Pressure By Judges, Prosecutors to Offer Plea Deals in Controversial Drug Stash House Cases](#) (Feb. 21, 2018). In addition, the U.S. Attorney’s Office has entirely stopped bringing new stash house prosecutions. These remarkable results are attributable to the tremendous efforts of scores of students who worked on the stash house litigation.

The FCJC’s litigation is also changing the law elsewhere in the country and eroding the high standard for obtaining discovery regarding racially discriminatory practices set in *United States v. Armstrong*, 527 U.S. 456 (1996). In *United States v. Davis*, 793 F.3d 712 (7th Cir. 2015), a stash house case that was litigated and argued by the FCJC, the en banc Seventh Circuit relaxed the legal standard for defendants seeking discovery from law enforcement agencies as opposed to prosecutor’s offices, holding, “Unlike prosecutors[,] . . . [a]gents of the ATF and FBI are not protected by a powerful privilege or covered by a presumption of constitutional behavior.” *Id.* at 720. In the recent case of *United States v. Washington*, 869 F.3d 193

(3rd Cir. 2017), the Third Circuit dramatically extended its own law to follow *Davis*, further relaxing the discovery standard for defendants raising claims of racially selective law enforcement. *Id.* at 220.

UNITED STATES V. LESLIE MAYFIELD

Nearly a decade after being targeted by the ATF for a fictitious stash house sting, FCJC client Leslie Mayfield was sentenced to time served by U.S. District Court Judge Edmond Chang and was released from custody. Under the supervision of Associate Clinical Professor Erica Zunkel and Lecturer in Law James DuBray, FCJC students worked tirelessly to prepare an outstanding oral and written sentencing presentation for Leslie, focusing in particular on Leslie's impressive post-offense rehabilitation and the questionable way in which he was targeted by the ATF. In spite of these mitigating circumstances, the government was asking for Leslie to serve another three years in prison.

Leslie fought long and hard for justice. He previously went to trial and received a 26-year sentence. The *en banc* Seventh Circuit reversed his conviction after concluding that the previous trial judge had erroneously precluded him from presenting a credible entrapment defense. Leslie's case changed the law in a positive way for all criminal defendants. In the years since, Leslie has done everything in his power to change his life and the lives of those around him. While in prison, Leslie spearheaded a GED tutoring program that was directly responsible for over twenty inmates earning their GEDs while in custody.

During the sentencing hearing, Judge Chang raved about Leslie's "enormous" post-offense rehabilitation, concluding that he poses a "minimal risk of reoffending." Judge Chang also criticized the decision to prosecute Leslie at all, stating, "This prosecution was legal ... but was it the right thing to do? I seriously question that." The *Chicago Tribune* has been following Leslie's case for years and also covered the sentencing, putting this case in the broader context of the stash house litigation. See [Man to Go Free After Judge Sentences Him to Time Served in Stash House Sting Case](#) (June 14, 2018).

SENTENCING & APPEAL

A team of FCJC students supervised by Associate Clinical Professor Erica Zunkel and Lecturer in Law James DuBray successfully persuaded a federal judge to impose probation instead of uprooting their client's life and sentencing him to prison. This vigorously contested sentencing followed years of extensive pretrial litigation and the first trial in FCJC's history. The government requested a prison sentence, which meant that the student team faced an uphill battle to avoid imprisonment for their client.

Luckily for the client, students sprang into action, drafting compelling and detailed sentencing filings on a number of disputed issues. The students deftly conveyed to the judge the client's history—his successes, failings, and how he came

to the point of being charged in federal court. This empathetic portrait allowed the judge to see the client as much more than his recent actions. The FCJC is now in the process of appealing the case to the Seventh Circuit to address constitutional issues with the charges, as well as pre-trial and trial errors.

FCJC'S TEN-YEAR ANNIVERSARY CELEBRATION

Over the weekend of April 20-22, 2018, the FCJC held a ten-year anniversary celebration. Many FCJC alumni and students from 2008 to 2018 attended the anniversary events, which included a welcome reception hosted by Kirkland & Ellis LLP, a panel and reception hosted by Sidley Austin LLP, a dinner celebration, and a farewell brunch at Professor Siegler's house.

During the Kirkland reception, Professor Siegler spoke about the ten-year history of the clinic and presented a slideshow highlighting the accomplishments of the FCJC and its alumni. The Sidley panel, *Recent Developments in Federal Criminal Law, Procedure, and Policy*, was moderated by Professor Zunkel and featured three FCJC alums. Adam Davidson, '17, law clerk to U.S. District Judge James Gwin, provided an update on notable recent criminal cases from the Supreme Court. Amanda Penabad, '12, a federal public defender in Chicago, provided the on-the-ground perspective on current criminal issues in the Northern District and Seventh Circuit. Annie Wagner, '11, a federal public defender in Seattle, discussed recent criminal justice directives from the Department of Justice.

HOUSING INITIATIVE TRANSACTIONAL CLINIC

The Housing Initiative Transactional Clinic continued its work supporting nonprofits and low income residents in the development of new affordable housing.

The Clinic worked with artists and long-time residents of Chicago's Pilsen neighborhood who have organized to fight displacement from gentrification in their neighborhood through the establishment of a resident-owned, limited equity housing cooperative called Pilsen Housing Cooperative (PIHCO). PIHCO aims to reintroduce a path to homeownership for low to moderate-income families in Pilsen by acquiring multiple properties and organizing as a scattered-site co-op. By making the co-op limited equity, which restricts the return from resale of co-op memberships, PIHCO will ensure that memberships will remain affordable in the future even as market prices for home ownership and rentals continue to increase. The Clinic worked with PIHCO to structure the co-op's bylaws to build in enough flexibility to incorporate PIHCO's guiding principles of affordability and anticipated expansion, and also to create guidelines and direction for the Board to handle issues that arise in the future. The Clinic has also assisted PIHCO with positioning itself to finance the scattered-site co-op, and has met with potential development partners and lenders to discuss the acquisition of properties. Representing limited equity co-ops gives clinic students the opportunity to work

directly with the beneficiaries of affordable housing, who are also the owners, and our Clinic students developed an excellent working relationship with this diverse and committed group.

The Clinic represents the Cabrini Green public housing tenant association in two joint ventures that reached significant milestones in 2017-2018. The first joint venture is with the Hunt Companies, to build a mixed-use, mixed-income development on the footprint of what was once Cabrini Green public housing. This \$141 million project will feature 482 residential units (including public housing, affordable, and market rate units), green space, and 32,900 feet of retail space. During 2017-18, students negotiated the joint venture agreement between our client and the co-developer, addressing governance rights within the venture, parameters for project financing and guaranties, and the economic split between the parties, among other issues. Students also negotiated an environmental remediation agreement and predevelopment financing documents. The project is in the pipeline for development financing using low income housing tax credits and will likely start construction in 2019.

In the second joint venture, the Clinic represents the Cabrini public housing tenant association in a development effort with Brinshore-Michaels to build a \$45 million mixed use project with 104 residential units (including public housing, affordable, and market rate units) and building amenities. During 2017-18, students prepared a joint venture agreement between our client and the co-developer, and the project team is in the process of finalizing a master development agreement with the public housing authority. Construction is anticipated to begin in 2019 or 2020.

On the policy front, the clinic in collaboration with the Sargent Shriver National Center on Poverty Law investigated the Chicago Housing Authority's implementation of a major new source of public housing redevelopment financing: the Rental Assistance Demonstration (RAD) program. Several features of the CHA's rollout of the program were reviewed for their effects on public housing residents' rights regarding relocation assistance and rights to return to sites undergoing development, among other issues. The overlay of the RAD program notices, fair housing regulations, public housing regulations, site-specific consent decrees and the CHA's regulatory waivers from HUD as a Moving to Opportunity jurisdiction result in a thicket of regulation that clinic students helped to untangle to assist with advocacy to ensure public housing residents' rights and benefits under the RAD program are implemented properly.

Last, the Clinic represented the Garfield Park Community Council (GPCC), a community-based organization made up of residents of the Garfield Park neighborhood and program partners, with a mission to revitalize Garfield Park and develop programs that support the Garfield Park community in the areas of housing, business development, public safety, and wellness. With the assistance of

the Clinic, GPCC successfully negotiated a lease agreement for new office space allowing for better administrative efficiency as well as increased community engagement. The project included understanding the GPCC's governance role within the partnership entity that served as landlord, the landlord-tenant relationship between GPCC and its building management partner, reviewing and revising a lease for the office space, and counseling the client in negotiating specific lease provisions.

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 2017-18 through our in-depth representation of low-income entrepreneurs, advocacy for economic liberty, and legal programming for small businesses throughout the city.

In the past year, the IJ Clinic guided clients through major milestones. Moon Meals, a healthy foods producer, secured an angel investor and prepared to roll out in grocery stores all around the region. Peter Field, a tailoring business, moved to new space in Chicago and expanded its business model to include a new division called Faye Sessions. Haji Healing Salon, which offers a variety of healing services like yoga and community acupuncture, entered into a lease for its first storefront and inserted its healing presence into the neighborhood of Chatham. Nature's Little Recyclers, a vermicomposting company, had its biggest year yet and acquired several new properties for farming and composting. In each of these growth spurts, the students in the IJ Clinic provided thoughtful counsel, deep legal research, skilled negotiations, insightful contract review, and skilled contract drafting.

The IJ Clinic was more active than ever as a watchdog for small businesses of all kinds in Chicago. We worked with the innovative mobile boutique North & Hudson, to urge the city to convert a temporary emerging business permit to a change in the code that would allow retail businesses to start and succeed in Chicago. A law student testified before the City Council committee, urging the aldermen to embrace innovation. We continue to build a coalition to lobby for the necessary changes to the code.

The IJ Clinic has been instrumental in moving forward reforms that will make it simpler for businesses to understand and comply with the laws in Chicago. Thanks to ongoing advocacy, the City Council is reviewing an ordinance that would legalize A-frame signs. The IJ Clinic has rolled out a campaign to support reform, called Simple Laws Stick.

Lastly, the IJ Clinic continues to shine a spotlight on entrepreneurship on the South Side of Chicago. While many news stories about the South Side focus on crime or poverty, the IJ Clinic lifts up the models of innovation and inspiration

among the South Side's entrepreneurs. The South Side Pitch is a competition for those innovators that culminates in a wonderful evening for the finalists to face off before a panel of expert judges and the standing room only audience, a la Shark Tank. The winner in 2017 was KaZoom Kids Books, a company started by two women from the South Side to create a digital collection of children's books featuring children of color as their main characters.

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 policing and public protests, liberty and security of immigrant children, gender-based violence, solitary confinement, child labor, and police accountability. The clinic's work involved international and comparative law and policy in various countries, including fieldwork in Northern Ireland, England, Mexico, and the United States. Below are some highlights of the clinic's work this past year.

The Clinic completed a collaboration with the ACLU Border Litigation Project on treatment of child migrants in Customs and Border Protection (CBP) custody launching a report in March of 2018. The ACLU BLP, following years of FOIA litigation, obtained some 30,000 documents relating to complaints of child abuse in Department of Homeland Security (DHS) custody. Immigrant children crossing the border alone are typically apprehended by CBP and Border Patrol officials at the southern border of the United States. Numerous domestic and international laws protect these unaccompanied minors, aware of the especially vulnerable position they are in given their age and immigrant status. The Report, titled *Neglect and Abuse of Unaccompanied Children by U.S. Customs and Border Protection*, highlights the experiences of migrant children (often asylum-seekers) who suffered verbal, physical and sexual abuse from CBP officials. Following the launch of the Report, Clinic students took part in public advocacy, giving interviews to US and international press, including radio and TV interviews discussing the report and the need to institute effective accountability mechanisms to prevent child abuse. The IHRC report was covered by *Newsweek*, the *Chicago Tribune*, *Al Jazeera*, *NPR Weekend Edition*, and numerous other outlets. The report was a key tool for advocates seeking reform within our border patrol system and was cited by the U.S. House of Representatives Committee on Homeland Security in a letter to the Acting Inspector General of DHS, requesting an investigation into the treatment of unaccompanied migrant children in the custody of Customs and Border Protection. IHRC's collaborator and client, the ACLU, will continue to use the report in litigation and non litigation advocacy for the rights of immigrant children apprehended at the U.S. border.

The Clinic also drafted and launched a report titled *Defending Dissent: Towards State Practices that Protect and Promote the Rights to Protest* in collaboration with the International Network of Civil Liberties Organizations (INCLO). INCLO is a

coalition of 13 national civil liberties and human rights organizations from the global North and South, including Argentina, Kenya, India, Ireland, Ethiopia, and others, that act jointly to influence policy-making and standard-setting on various civil liberties issues. The ACLU in the U.S., Liberty in the UK and the Canadian Civil Liberties Foundation are among its members. INCLO has set one of its priorities as advancement of a human rights approach to police engagement with protests. The Report drafted by IHRC provides practical guidance on how law enforcement can protect human rights when policing protests. It offers concrete examples and analysis of existing laws, institutional mechanisms and processes, and deployment tactics that work to promote or, in some cases, undermine, protests and public assemblies. Three Clinic students and two faculty members conducted extensive interviews with policing experts, police chiefs, academics, and activists in England and Northern Ireland to determine successful rights-respecting approaches to policing protests. Clinic students conducted the literature review, carried out interviews, and drafted the Report. *Defending Dissent* was launched this June during the Human Rights Committee session in Geneva. Aaron Tucek, '19, a clinic student, presented as a member of a panel during the launch event, speaking to UN officials, civil society from across the globe and the U.N. Special Rapporteur's and their staff working on this issue. In addition to serving as a public education tool, the report will now be used by INCLO organization members to advocate within their countries on improvement of police policies and practices on protest management. It is also being used to support the adoption of a resolution on police management of protests introduced in the U.N. Human Rights Council by Costa Rica and Switzerland.

The Clinic conducted a fact-finding mission to Mexico aimed at gathering information on violence against women in the agriculture industry and the legal and institutional framework in place to combat it. The Clinic interviewed stakeholders in governmental agencies, international and domestic NGOs and academia, on violence against women and the state of workers' rights in the industry. The research was conducted in consultation with the Coalition of Imokalee Workers (CIW), as well as a number of Mexican NGOs, including ProDESC and Solidarity Center, all working toward strengthening farmworkers' rights and combating exploitative industry conditions that contribute to forced labor, abuse and gender-based violence. Following the mission to Mexico City and Morelia, Michoacán, Clinic students drafted a report analyzing the legal landscape and its failure to protect women. The initial findings were used by CIW in advocacy efforts to engage Wendy's in the Fair Food Program as well as in reporting for Businessweek and the NYTimes Magazine on the conditions of farmworkers in Mexico. The findings of the Report will be presented during a symposium planned in October of 2018. CIW's Greg Asbed, winner of the MacArthur Fellowship Award, a representative from a Mexican NGO, as well as a representative from the International Labor Organization (ILO) will all be part of the conference exploring issues surrounding agriculture in North America and role

of corporate and governmental bodies in finding a solution to current abuses. The symposium will be organized with the support from the University of Chicago Pozen Center for Human Rights.

JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

During the 2017 Supreme Court Term, the Jenner & Block Supreme Court and Appellate Clinic represented parties in two U.S. Supreme Court cases and represented *amici curiae* in three U.S. Supreme Court cases:

- *Artis v. District of Columbia*, co-counsel for Petitioner Stephanie C. Artis. At issue was how to calculate the statute of limitations when state-law claims initially are filed in federal court, but then are dismissed by the federal court because it declines to exercise jurisdiction. The Supreme Court ruled in favor of Ms. Artis, holding that the applicable federal statute “stops the clock” on the limitations period for the state-law claims while they are pending in federal court.
- *Marinello v. United States*, co-counsel for Petitioner Carlo J. Marinello II. At issue was the scope of 26 U.S.C. §7212(a), which makes it a felony to “corruptly or by force or threats of force . . . obstruct or impede, or endeavor to obstruct or impede, the due administration” of the Internal Revenue Code. The Supreme Court ruled in favor of Mr. Marinello, holding that this provision requires the federal government to prove the defendant was aware of a pending tax-related proceeding, such as a particular investigation or audit, or could reasonably foresee that such a proceeding would commence.
- *Ayestas v. Davis*, *amicus curiae* brief in support of the petitioner. The Supreme Court unanimously ruled in favor of the position taken by the clinic in the case, holding that the lower court applied the wrong standard in denying the capital habeas petitioner’s request for funding for investigative and expert resources during his federal post-conviction proceedings. The clinic’s brief explained that access to such investigative and expert resources during federal post-conviction proceedings is often essential to vindicating a meritorious claim and avoiding the imposition of an unconstitutional death sentence.
- *Janus v. American Federation of State, County, and Municipal Employees, Council 31*, *amicus curiae* brief in support of the respondents. At issue was whether the Supreme Court should overrule its prior precedent and hold that Illinois’ public-sector “agency shop” arrangement violated the First Amendment. The clinic’s brief argued that doing so would undermine one of the most important vehicles for providing economic

and professional opportunities for workers in the United States—and, in particular, for workers who are women and people of color. In a 5-4 decision, the Supreme Court overruled its prior precedent and held that Illinois’ “agency shop” arrangement violated the First Amendment.

- *Trump v. Hawaii, amicus curiae* brief in support of the respondents. At issue was Presidential Proclamation 9645, sometimes referred to as the “travel ban.” The clinic’s brief responded to the government’s argument that the respondents’ challenge was unreviewable by the courts. As the clinic’s brief explained, the history of the doctrine of consular non-reviewability and the Supreme Court’s cases demonstrate that the courts have consistently been open for these sorts of claims—and holding them unreviewable therefore would represent a marked and unwarranted change in the law. In its 5-4 ruling in the case, the Supreme Court declined to rule on this issue, assuming without deciding for purposes of the opinion that the respondents’ claims were reviewable.

During the 2017-2018 academic year, the clinic also represented two petitioners-appellees in habeas corpus appeals before the U.S. Court of Appeals for the Seventh Circuit. The Seventh Circuit has not yet decided those appeals.

KIRKLAND & ELLIS CORPORATE LAB

The Kirkland & Ellis Corporate Lab successfully completed in excess of 120 projects during the 2017–2018 academic year in collaboration with a wide range of companies, including Abercrombie & Fitch, Accenture, Archer Daniels Midland, Allstate, Baxter, GrubHub, Honeywell, IBM, John Deere, Koch Industries, Kraft Heinz, Meijer, Microsoft, Nike, Schneider National, Schreiber Foods, Sony Electronics, The 3M Company, Ulta Beauty, Verizon and various start-up companies, both on an individual basis and in connection with the Booth School of Business (including both the New Venture Challenge and the Social New Venture Challenge).

The Lab’s transactional clinic 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 projects, including a significant overhaul of a major international corporation’s form Master Manufacturing, Supply and Services Agreement.

The Lab also provided significant guidance to various companies regarding Europe’s new General Data Privacy Regulation, which significantly tightened the legal landscape surrounding the collection and use of data by companies. In connection with this area, the Lab produced memoranda for numerous clients ranging from retailers to technology companies, offering advice tailored to each company’s data collection and use practices.

In addition to the foregoing, the following is a representative sampling of the many projects undertaken by the Lab over the past academic year:

CORPORATE GOVERNANCE

- Assisted in drafting the “Risk Factors” section of NYSE-listed corporation’s quarterly report, focusing on the extent to which cyber-security related threats should be discussed
- Created anti-money laundering, OFAC and sexual harassment policies for separate international retailers and provided on-site sexual harassment training
- Researched and provided guidance on the situations in which attorney-client privilege could and does not exist within the context of relationships with in-house attorneys

POLICY RESEARCH

- Drafted white paper for insurance client regarding ethical challenges surrounding the proliferation of artificial intelligence and related potential legal regime
- Drafted memorandum for multi-national corporation regarding situations in which it could be liable for damages to third parties arising from hacked products
- Produced comprehensive handbook for international food manufacturer on anti-discrimination and anti-harassment laws and regulatory frameworks in 15 key global markets

CONTRACT DRAFTING

- Reviewed and commented on apparel retailer’s form master services agreement, resulting in more streamlined document
- Drafted form license agreement for use of marketing-technology client’s proprietary algorithm and accompanying software
- Assisted numerous startup clients with drafting corporate bylaws, employment agreements, non-disclosure agreements, and other documents relating to launching a startup business

CORPORATE SOCIAL RESPONSIBILITY

- Acting as outside general counsel, provided advice on various areas of law relating to non-profit client’s mission to bring legal education to underserved pro se litigants

Beyond substantive projects, the Lab continued to host its 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 relations and professional best practices). In addition to many other esteemed practitioners, the following industry leaders participated in the Speaker Series over this past academic year:

- Barbara Kolsun (Professor at Cardozo Law; former Executive VP and GC of Stuart Weitzman);
- Eileen Ho and Paul St. Lawrence (Cleary Gottlieb);
- Daniel Render and Emily Underwood (Katten Muchin Rosenman);
- Scott Falk, Neil Hirshman, Linda Myers and Dennis Myers; Steve Richie, Brian Van Klompenberg (Kirkland);
- Nate Lutz, Phil Kiebler and Brandi Van Leeuwen (Meijer);
- Jeff Jakubowicz and Neal Stern (Counsel to the National Basketball Association);
- David Bronner, David Brown and Brian Krob (Nixon Peabody);
- Eileen Kamerick (Board member of several NYSE listed companies);
- Jason Sussman (The Pritzker Organization);
- Andrew Boutros (Seyfarth Shaw);
- William Ridgeway (Counsel at Skadden, Arps; Former Assistant U.S. Attorney);
- Steve Yoost (General Counsel, Trive Capital Management);
- Jodi Caro (General Counsel of Ulta Beauty);
- James Boumil (Proskauer)

In addition, the Lab hosted the seventh 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.

MENTAL HEALTH ADVOCACY CLINIC

The Clinic was successful in drafting and obtaining passage of Public Act 100-0027 (effective January 1, 2018) which requires the prompt transfer from county jails to state mental health facilities of persons found unfit to stand trial or not guilty by reason of insanity. Many of these persons remained in jails getting little or no mental health services long after the court had ordered that they be sent to a hospital for treatment. Some remained in jails for more than six months. This practice was bad for these individuals and wasteful of government resources.

Courts in a number of states had also found the practice violated the Due Process Clause.

House Bill 2477 amends the Illinois Election Code to facilitate voting for long term residents of state psychiatric hospitals. The existing law prohibited these persons from using the hospital as their voting address. Written when there were thousands of such persons in state hospitals, it was intended to prevent an undue influence on local elections. However, the law now only applies to a few hundred people state wide and these individuals have no other address from which to vote. The bill passed both the Illinois House and Senate without a dissenting vote and the Governor is expected to sign it in August, 2018



FUNDS AND ENDOWMENTS

PROFESSORSHIPS

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

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

The 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 J. 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 at 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 Altabef Family Scholarship Fund was established in 2018 by Mr. Peter A. (J.D. 1983) and Mrs. Jennifer Altabef to provide scholarships for deserving students at the University of Chicago Law School.

The Alumni Scholarship Fund was established by an anonymous donor in 2018 to provide scholarship support for deserving students at the Law School.

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 Donald Bernstein and Jo Ellen Finkel Scholarship Fund was established in 2017 by Mr. Donald S. Bernstein (J.D. 1978) and Dr. Jo Ellen Finkel to attract and support J.D. students with distinguished academic records, with a preference given to those students with a demonstrated need for financial aid.

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 LLM Program was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules in 2008 to support an Israeli LL.M. student at the Law School.

The Nancy Lieberman Scholarship Fund was established in 2002 by Nancy Lieberman (J.D. 1979) to provide scholarships for students in the Law School.

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

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

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

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

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

The Grant R. Folland Memorial Scholarship was created in memory of Grant R. Folland (J.D. 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to a student who has demonstrated an ongoing commitment to lesbian and gay rights, a record of participation in political, educational, and charitable lesbian and gay causes, and who will most likely use his/her legal education to further lesbian and gay rights.

The Fox Family Scholarship Fund was established by Laura Fox (J.D. 1987) and Bennet Van de Bunt to support students at the Law School.

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

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

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

The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg (A.B. 1930, J.D. 1932) to provide financial support to deserving students.

The Ernest Greenberger Scholarship Fund was established in 2002 by Stacia Greenberger in memory of her husband Ernest, a member of the Class of 1947. The fund will ease the financial burden of students attending the Law School.

The George and Mary Gregory Memorial Scholarship Fund was established in 1969 by Chris D. Gregory (A.B. 1927, J.D. 1929) in honor of his parents, to provide scholarships in the Law School.

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

The Mori Hamada & Matsumoto Fellowship Fund was established in 2014 by the firm Mori Hamada & Matsumoto to support a fellowship for a student, or students, at the Law School.

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 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 in 2014 by Roger Orf (M.B.A. 1977, J.D. 1979) and Lisa T. Heffernan (M.B.A. 1980) to support students in the Law School. In 2017 Mr. Orf and Ms. Heffernan renewed their scholarship support with a gift to the Law School Alumni Scholarship Fund. This gift will be used to award a high-award scholarship in the name of Roger Orf and Lisa T. Heffernan, supporting Law School students who are financially disadvantaged and have demonstrated outstanding academic achievement.

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 in 2017 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 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 Tierney Family Scholarship Fund was established in 2017 by Michael P. Tierney (J.D. 1979) and Ms. Susan E. Ryder to support extraordinary students at the Law School, with preference given to those students who have demonstrated interest in pursuing judicial clerkships.

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 initiative was expanded in 2018 in partnership with the University's Mansueto Institute for Urban Innovation, to include new programs aimed at advancing housing scholarship, building a community of scholars who will grow the program's scope and impact, and creating research opportunities for graduate students, faculty, and practitioners.

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.

The Nolan Family Charitable Fund was established in 2018 by Michael Nolan (J.D. 1991) to establish two fellowships that cover the cost of attendance at the University of Chicago Law School's Summer Institute in Law and Economics for

participants with an interest in advancing the development of law and economics in Mongolia.

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 Rod Howard Faculty Research Fund was established in 2018 by Mr. Rod J. Howard (J.D. 1982) to support the research efforts of Law School faculty in public constitutional law related to the area of election law and voting rights.

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 Claster 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 55th "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 25th Reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

The Doctoroff Business Leadership Program Fund was established in 2013 by Daniel (J.D. 1984) and Alisa Doctoroff (M.B.A. 1983) to provide ongoing support for the Business Leadership Program at the Law School.

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

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

The 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 Thomas McLaughlin Dean's Discretionary Fund was established in 2018 through the estate of Mr. Thomas J. McLaughlin (J.D. 1960) for general Law School support.

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 Stanton Chicago Principles Fund was established by the Stanton Foundation in 2017 to support programmatic activities to advance the principles outlined in the University's Report of the Committee on Free Expression as decided annually by a Chicago Principles Committee, which will consist of the Provost, the Dean of the College, and Professor Geoffrey R. Stone, Edward H. Levi Distinguished Service Professor of Law or the Dean of the Law School.

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' Class 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 Philip B. 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 Rheinstein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The fund supports the Comparative Law Collection of the D'Angelo Law Library.

The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. (A.B. 1925, J.D. 1927) and Rose Rosenthal.

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson's family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and a 1934 graduate of the Law School.

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

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

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

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan (A.B. 1948, J.D. 1951) by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

The Sheldon and Elizabeth Tefft Law Library Fund is to be used for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

The Judith M. Wright Fellowship Fund was established in 2013 in honor of Judith M. Wright's many years of service to the University of Chicago Law School. The fund will support an intern program at the D'Angelo Law Library.

HONORS AND PRIZES

The Douglas Baird Prize in Commercial Law was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the University of Chicago. The award is given to the student who has demonstrated outstanding work in the field of commercial law as reflected in classroom achievement or scholarship.

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 Edward H. Hinton Memorial Cup for excellence in appellate advocacy is 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 C. 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.

The Sidley Austin Prize is awarded to a student in each section of the first year legal research and writing program whose brief was judged to be most outstanding and deserving of recognition



LAW SCHOOL CALENDAR 2018-19

AUTUMN QUARTER

- September 4-7: JD Orientation
- September 11-22: Intensive Trial Practice Workshop
- September 13-14 and 17-21: Kapnick Initiative Events for Class of 2021
- September 21-25: LLM Orientation
- September 26: Autumn Quarter Classes Begin
- October 22-23: Autumn Break (Law School Open)
- November 21-23: Thanksgiving Break
- December 4: Last Day of Autumn Quarter Classes
- December 5-6: Reading Period
- December 7-13: Autumn Quarter Exams
- December 14-January 4: Winter Break

WINTER QUARTER

- January 7: Winter Quarter Classes Begin
- January 21: Martin Luther King, Jr. Day (Law School Closed)
- March 8: Last Day of Winter Quarter Classes
- March 11: Reading Period
- March 12-16: Winter Quarter Exams
- March 18: Spring Break Begins

SPRING QUARTER

- April 1: Spring Quarter Classes Begin
- May 24: Last Day of Spring Quarter Classes for Non-1L Students
- May 27: Reading Period for Non-1Ls
- May 27: Memorial Day
- May 28-June 1: Exam Period for Non-1Ls
- May 30: Last Day of 1L Spring Quarter Classes
- May 31: 1L Elective Exam
- June 1: Reading Period for 1Ls
- June 3-7: 1L Exams - Required Classes
- June 15: Convocation and Diploma & Hooding Ceremony

For the most accurate and up-to-date calendar information, please see www.law.uchicago.edu/students/academiccalendar.