

Fall 2019

## Law School Announcements 2019-2020

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# THE UNIVERSITY OF CHICAGO

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## THE LAW SCHOOL

### ANNOUNCEMENTS

Fall 2019



Effective Date: September 1, 2019

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Director, Curriculum

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## LAW SCHOOL COUNCIL

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# THE LAW SCHOOL

## ANNOUNCEMENTS 2019-20

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

### HISTORY

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

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

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

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

## EDUCATIONAL MISSION

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

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

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

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

UChicago Law remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses. Emphasizing the

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

## SCHOLARLY AND RESEARCH MISSION

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

## NON-DISCRIMINATION

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

Harassment, Discrimination, and Sexual Misconduct, please see:  
[harassmentpolicy.uchicago.edu/page/policy](http://harassmentpolicy.uchicago.edu/page/policy).

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

## EFFECTIVE DATE

The content of these Announcements is accurate as of September 1, 2019. It is subject to change. Please visit [www.law.uchicago.edu](http://www.law.uchicago.edu) for the most updated information.



# PROGRAMS OF INSTRUCTION

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

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

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

## DUAL DEGREE OPPORTUNITIES

The Law School participates with several other areas of the University in 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 they 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.

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

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

bear on the nature and viability of various forms of normative ordering. Professor Brian Leiter directs the Center.

The Law School's **Program in Legal History** encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to speak each year. Periodical workshops, held jointly with the Department of History, bring together faculty and students to discuss a scholarly paper on a topic of legal history. The Program is directed by Professors R.H. Helmholz, Alison LaCroix, and Laura Weinrib.



# PROGRAM REQUIREMENTS AND POLICIES

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## CURRICULAR AND RESIDENCY REQUIREMENTS

### THE J.D. PROGRAM

Completion of the J.D. degree from the Law School requires all J.D. students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their JD degree) no fewer than nine credit hours per quarter. J.D. students must complete a minimum of 105 credit hours, including a professional responsibility class. 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.<sup>1</sup> Core classes are designated each quarter in the online course schedule at [registrar.uchicago.edu/classes](http://registrar.uchicago.edu/classes).<sup>2</sup> 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

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<sup>1</sup> Students who transfer into the J.D. degree program from the Law School’s LL.M. program must complete 20 core credits. Students who earn simultaneous J.D./Ph.D. degrees from the Law School must complete 30 core credits.

<sup>2</sup> Faculty members defined as core for purposes of this requirement are permanent faculty at the University of Chicago Law School, Visiting Faculty, Emeriti, members of the Clinical faculty, Professors from Practice, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Bigelow and other Fellows, as well as Lecturers in Law, are excluded.

research for which the paper was written; (3) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; (4) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School; and (5) not written as part of a class that satisfies another ABA requirement (e.g., professional responsibility, experiential learning, etc.). A publishable comment or note written for a student journal will satisfy the SRP requirement if it is (a) nominated for this purpose by the editor-in-chief of the journal; and (b) approved by the Faculty Supervisor prior to the authoring student's final term of study at the Law School.

SRPs are typically 20-30 pages in length, but revisions and opportunities to rework arguments and writing are more important than length. Faculty members certifying such projects must approve the paper topic and agree to supervise the project prior to the student's undertaking substantial research and writing. SRP credit will not be given for response or reaction papers (that is, where significant legal research is not required), although a faculty member may certify a project that combines reaction papers into a larger paper that reflects faculty-supervised revisions and substantial research. Similarly, if substantial research and supervision by a faculty member (as described in (2) above) are elements of a writing project that produces a brief or a model statute, that too may qualify as an SRP. Work undertaken in the form of independent research, supervised by a faculty member in full-time residence at the Law School, may, of course, also satisfy the SRP requirement.

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

Students are strongly encouraged to complete at least one of their required writing projects 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](http://www.law.uchicago.edu/students/registration) for the most up-to-date registration instructions.

Initial registration takes place several weeks prior to the start of each academic quarter. Students are notified of the availability of online class schedules and registration procedures via email. The registration process for each quarter 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](http://www.law.uchicago.edu/students/academiccalendar)). Deadlines are strictly enforced.

First-year students are assigned to sections and registered by the Registrar for all classes except their 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.<sup>3</sup> Examples of such overlapping classes include the following (this is not meant to be an exhaustive listing of such classes):

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

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

### *Petitions*

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

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

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

*Other Registration Restrictions*

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

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

## CLASS ATTENDANCE

Consistent with ABA standards, regular class attendance is required as a condition for receiving course credit. The Faculty 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 they are 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 20 hours per week while classes are in session;

- maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
- fail to sign a seating chart within one week of enrollment in any class (first 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 classes<sup>4</sup> will be offered in the following year and who will teach them. Suggestions for new class offerings should be brought to the attention of the Registrar. To facilitate students' ability to plan their classes for the year, the Law School makes every effort to set the course schedule for the entire academic year prior to the beginning of the autumn quarter. Students should take note, however, that the class schedule is subject to change at any point throughout the year, and classes may be added, dropped, or their times adjusted to reflect changes in faculty availability, student enrollment, or other institutional constraints. The Law School will of course try to mitigate these changes as much as possible, while also providing notification of changes as early as is feasible.

## 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.

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<sup>4</sup> 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.

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.

### *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.

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 in the section on Selecting Classes.

Students also are encouraged to consult with the Deputy Dean, the Dean of Students, the Associate Director for Student Affairs and Academic Services, 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 standard group of courses is typically offered each year, including: Administrative Law, Antitrust, Bankruptcy and Reorganization: The Federal Bankruptcy Code, Business Organizations/Business Associations/Corporation Law, Constitutional Law I, Constitutional Law II, Constitutional Law III, Copyright, Criminal Procedure I: The Investigative Process, Federal Criminal Procedure, Evidence, Federal Courts, Securities Regulation, Introductory Income Taxation, Labor Law, classes in Law and Economics, Legal Profession, Public International Law, Secured Transactions, and Corporate Tax I and II.

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

### *Selecting Second Year Classes*

Although no specific courses are required during the second year, certain courses are considered foundational and are strongly recommended for students in the second rather than the third year. These foundational 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

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

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 the foundational 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 foundational 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:

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 upcoming academic year, students should consult [my.Uchicago.edu](http://my.Uchicago.edu) or the Office of the Registrar. Please note that a course used to satisfy the professional responsibility requirement or either writing requirement cannot also be used to satisfy the skills or experiential learning requirement.

## CLINICAL PROGRAMS

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

The clinical programs operate through six 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

(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

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



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

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be nine, except for clinics that only run for two quarters, in which students may earn up to seven credits. (Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.) An Independent Research project (499) may not be used to evade applicable maximums or other rules regarding clinic participation. Students may enroll in no more than 14 total credits with the Director of Corporate Lab Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than 9 credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic count toward this 14 credit limit.
- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter and one four-credit quarter. Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.
- Students are awarded one credit for work averaging four hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in conjunction with the clinic. Within the Edwin F. Mandel Legal Aid Clinic only, students may enroll in two Mandel clinical projects simultaneously with written permission of the relevant clinical supervisors. No other simultaneous enrollments in multiple clinics are permitted. Subject to the rules on simultaneous clinic enrollments, students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.
- The authority to confirm enrollment in a clinic is vested in the respective clinical supervisor(s) who ensure(s) that students have completed all the necessary pre-requisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the

program. Expectations regarding the duration of the student's involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.

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

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

requirement—should provide the Registrar with written confirmation from their clinical supervisor that sufficient clinical work will be available to that student to meet the necessary hours requirement.

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

### THE EDWIN F. MANDEL LEGAL AID CLINIC

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

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

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Mandel Clinic has the following clinics: the Abrams Environmental Law Clinic; the Civil Rights Clinic: Police Accountability; the Criminal and Juvenile Justice Project Clinic; the Employment Law Clinic; the Federal Criminal Justice Clinic; the

Housing Initiative Transactional Clinic; and the International Human Rights 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.

#### 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 Legal Aid Chicago (LAC), which provides free legal services to indigent clients in civil matters. Students spend at least twelve hours per week in LAC's Housing Practice Group or in LAC'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 LAC, 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 be offered during 2019-20. The Prosecution and Defense Clinic provides students with an opportunity to learn about the criminal justice system through:

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

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

## COURSE POLICIES

### LIMITED ENROLLMENT CLASSES

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

### CORE FACULTY REQUIREMENT

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

### BIDDING

During the initial bidding and registration period of each quarter, students bid online for certain offerings, including all seminars. 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.

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

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

## 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](http://my.uchicago.edu).

## GREENBERG SEMINARS

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

## AUDITING LAW CLASSES

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



Students enrolled at the University of Chicago may audit law classes with permission of the instructor. Students are required to obtain the signature of the instructor on the auditing petition available online at:

<https://www.law.uchicago.edu/students/academics/petitions>. Students are not permitted to audit more than one Law class per quarter.

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

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

### CLASSES OUTSIDE THE LAW SCHOOL

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

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

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

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

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

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

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

7. After your petition is submitted, you will receive either an approval or denial from the Office of the Registrar via email.
8. If the petition is approved, the Assistant Registrar will enroll you and notify you once that process is complete.

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions detailed [on](#) the Law School website at [www.law.uchicago.edu/students/petitions/nonlawcourse/booth](http://www.law.uchicago.edu/students/petitions/nonlawcourse/booth). Please also review the Booth website at [www.chicagobooth.edu/programs/taking-courses-at-booth](http://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](http://www.law.uchicago.edu/students/acrossthemidway).

## ADDING/DROPPING COURSES

For classes not governed by the rules applicable to limited enrollment courses, students must complete all adds or drops to their class schedule by the 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 their 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 their 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

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*Course listings are as of September 1, 2019 and are not updated in this document. This list is for illustrative purposes only and should not be relied upon for registration or other purposes. Please see <https://coursesearch.uchicago.edu> for the most up-to-date course information.*

### 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. This class has a final take-home exam.

Autumn - Buss, Emily

#### Civil Procedure I

LAWS 30211 - 02 (3)

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

Autumn - Hubbard, William

#### 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 in-class 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 in-class examination given at the end of each quarter, with minor consideration of class participation.

Spring - Hubbard, William

#### Contracts

LAWS 30511 - 02 (3)

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

Winter - Ben-Shahar, Omri

#### Contracts

LAWS 30511 - 01 (3)

This course, offered over two sequential quarters, is an introduction to contract law. The Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached, and the various remedies for breach,



including damages, specific performance, and restitution. The student's grade is based on a single final in-class examination.

Winter, Spring - Posner, Eric

#### Contracts

LAWS 30511 - 02 (3)

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

Spring - Baird, Douglas

#### Criminal Law

LAWS 30311 - 01 (3)

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

Autumn - Lakier, Genevieve

#### Criminal Law

LAWS 30311 - 02 (3)

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

Autumn - Masur, Jonathan

#### Criminal Law

LAWS 30311 - 01 (3)

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

role of the criminal justice system, including police and correctional agencies. The student's grade is based on a single 4 hour in-class final examination.

Winter - McAdams, Richard

#### Criminal Law

LAWS 30311 - 02 (3)

This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on a single 4 hour in-class final examination.

Winter - Rappaport, John

#### Elements of the Law

LAWS 30101 - 01 (3)

This course examines the role of judges in our legal system, focusing particularly on the processes of statutory and constitutional interpretation. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of originalism and other methods of interpretation; and the role of history and context in judicial decision making. The student's grade is based on a final in-class examination.

Autumn - Stone, Geoffrey

#### Elements of the Law

LAWS 30101 - 02 (3)

This course examines concepts and issues that occur across many areas of law and considers the relationship between these concepts and issues in law and their counterparts 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 in-class examination.

Autumn - Baude, William

#### Elements of the Law

LAWS 30101 - 03 (3)

This course examines concepts and issues that occur across many areas of law and considers the relationship between these concepts and issues in law and their

counterparts in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student's grade is based on a final examination.

Autumn - McAdams, Richard

#### 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 - Barry, Patrick; Sommers, Roseanna; Crum, Travis; Jones, Cree; Reese, Elizabeth; Sakoda, Ryan; Miller, Erin

#### 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. Participation may be considered in final grading.

Autumn, Winter - Barry, Patrick; Sommers, Roseanna; Crum, Travis; Jones, Cree; Reese, Elizabeth; Sakoda, Ryan; Miller, Erin

#### Property

##### LAWS 30411 - 01 (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

#### Property

##### LAWS 30411 - 02 (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. Participation may be considered in final grading.

Winter, Spring - Strahilevitz, Lior

## Torts

## LAWS 30611 - 01 (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 in-class final examination at the end of the two-quarter sequence.

Autumn, Winter - Levmore, Saul

## Torts

## LAWS 30611 - 02 (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 in-class final examination at the end of the two-quarter sequence. Participation may be considered in final grading.

Autumn - Nou, Jennifer

## Torts

## LAWS 30611 - 02 (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. The student's grade is based on a single final examination at the end of the two-quarter sequence.

Winter - Chilton, Adam

## SECOND- AND THIRD-YEAR OFFERINGS

## Abrams Environmental Law Clinic

## LAWS 90224 - 01 (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](mailto:Philip.berger@chicagobooth.edu).

Spring - Berger, Philip

### Administrative Law

LAWS 46101 - 01 (3)

This course will study the law governing the administrative state - the executive departments of the federal government. Among other things, we will consider the constitutional foundations of the administrative state; the statutes, especially the Administrative Procedure Act, that govern administrative agencies; presidential control of administrative agencies; the role of agencies in interpreting statutes and regulations; and judicial review of agency action. A central theme is the tension

between values associated with the rule of law (such as procedural regularity, transparency, democratic accountability, and reasoned decisionmaking) and the demands of effective executive action. Students' grades are based on a final take-home examination.

Winter - Strauss, David

#### Administrative Law and Regulatory Policy

LAWS 46101 - 01 (3)

If you plan to practice as a lawyer, you will almost certainly interact with the administrative state on behalf of your clients. The pervasiveness of administrative law is hard to understate. Federal and state administrative agencies touch every field of law, including immigration, environmental, employment, corporate, criminal, tax, bankruptcy, and real estate, to name a few. Administrative law is therefore an important class to take, and you will probably find that it dovetails nicely with some of your upper level courses. In this introductory course, we will explore the following questions in this enormous field of law. Is the administrative state constitutional? What are the different kinds of agencies and how do they differ in their political responsiveness to Congress and the President? Does the President run a "unitary executive" (rhetoric around the "deep state" would imply that unitary executive theory is not holding up well). How can we design agencies to ensure high-quality agency rule-making and adjudication? Under what conditions must agencies reveal their process and data to the public? When and how do agencies end up before Article III judges, and how much should courts defer to agency expertise when reviewing agency actions? Laptops and "screens" are discouraged in class, though not banned. We will have designated note takers each week if students request it. Exam is in-class (but during exam period).

Autumn - Wood, Abby

#### 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 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 Issues in Delaware Corporate Law

LAWS 43203 - 01 (1)

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

Spring - Chandler, William

Advanced Legal Research

LAWS 53264 - 01 (2 TO 3)

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to research the law. The class will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon



successful completion of the class, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper. The seminar will be limited to twenty-five students with priority to third year students. To receive credit for this course, students must complete research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either 2 or 3 credits for this seminar depending upon the number and nature of assignments completed and the length of their final paper. A 20-25 page paper will be required for the 3-credit option for this course. For the 2-credit option for this seminar, students will write a 10-15 page paper. In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Autumn - Ito, Todd

#### Advanced Legal Research

LAWS 53264 - 01 (2 TO 3)

The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to find the relevant law on a legal issue. 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. As a learning outcome of the course, students will be able to demonstrate the ability to conduct legal research and, more specifically, will expand their understanding of research resources in a variety of areas, improve their skills in using legal research tools, and 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 (25 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 (15 percent of grade). Students may earn either 2 or 3 credits for this seminar depending upon the assignments completed and the length of their final paper (minimum 20 pages for 3 credits; 12 pages for 2 credits).

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 Negotiation Seminar

LAWS 81003 - 01 (1)

Negotiation skills are crucially important for lawyers in private and public practice. Just think of business deals, divorce settlements, plea bargaining or the current Brexit negotiations between the United Kingdom and the European Union. The aim of this seminar is to develop students' negotiation skills and to introduce them to cutting-edge game theoretic and psychological research on negotiation theory and management. The seminar capitalizes on the instructor's own research and experience as negotiator, mediator and arbitrator in national and international commercial conflicts. It is based on a proprietary conceptual approach to negotiation management, which has been used to train partners and associates of top-tier law firms, management consultants, business executives and policy-makers. This two-day seminar will cover problems of intuitive negotiations, negotiation analysis-especially the 'four key negotiation factors', negotiation dynamics and process management, including communication theory and skills, aggressive tactics and negotiation strategy. It will be taught by a combination of short interactive lectures and role-plays and other practical exercises. The seminar will be most useful to students who have already participated in some basic negotiation training. Students will receive a bundle with key reading material in advance of the seminar.

Autumn - Eidenmueller, Horst

#### Advanced Topics in Antitrust

LAWS 53488 - 01 (2)

This seminar will discuss recent controversies in antitrust law, including tech platforms, common ownership, labor monopsony, and the recent debate over the

goals of antitrust law. Readings will be a mix of cases and academic work. A series of reaction papers is required. Participation may be considered in final grading.  
Winter - Posner, Eric

Advanced Topics in Corporate Reorganizations  
LAWS 53118 - 01 (2)

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

Spring - Baird, Douglas; Sontchi, Christopher

Advanced Topics in Moral, Political, and Legal Philosophy: Topics in General Jurisprudence  
LAWS 53256 - 01 (3)

The goal of the seminar is to introduce students to some recent work of note in general jurisprudence. Tentative topics: (1) Julie Dickson's "Is the Rule of Recognition a 'Conventional Rule'?" which sheds light on a crucial aspect of the Hart-Dworkin debate; (2) David Enoch's "Reason-Giving and the Law," which helps clarify the supposed problem about the "normativity" of law; (3) the Leiter-Toh debate about theoretical disagreements, and the relation between metaethics and general jurisprudence (main texts will be Kevin Toh's "Legal Philosophy a la Carte" and Leiter's "Theoretical Disagreements in Law: Another Look"); (4) the Leiter-Green-Murphy debate about law's artifactual nature, and how it matters for general jurisprudence (main texts will be Leiter's "The Demarcation Problem in Jurisprudence," and excerpts from Leslie Green's "The Morality in Law," Leiter's "Legal Positivism about the Artifact Law" and Mark Murphy's "Two Unhappy Dilemmas for Natural Law Jurisprudence"); (5) Mark Greenberg's unusual brand of anti-positivism (main text will be Greenberg's "The Moral Impact Theory of Law"). Depending on time and student interests we may also discuss work by other authors. This class requires a final 20-25 page research paper. Recommended prerequisite (not required): Jurisprudence I: Theories of Law and Adjudication or a comparable course elsewhere.

Autumn - Leiter, Brian

### Advanced Trademarks and Unfair Competition

LAWS 53214 - 01 (2)

This seminar addresses current issues in trademark law and their evolution since the latter half of the 19th century, such as trademark law's constitutional foundations; competing justifications of trademark rights (incentivizing manufacturers while lowering consumer search costs, fostering commercial morality, protecting property rights, vindicating speech interests, and so on); the reciprocal development of trademark doctrine and commercial practice; the interplay of trademark and First Amendment law; statutory and judicial limitations on trademark rights and those limitations' normative underpinnings; counterfeiting, contributory infringement, and the online marketplace; and the peculiar role (especially in light of other nations' practices) of federal registrations in the acquisition and maintenance of U.S. trademark rights. Enrollment is limited to twenty students. Previous or concurrent coursework or professional experience in intellectual property is recommended but not required. A student's grade is based on class participation and either a series of short thought papers for two credits, or a series of longer research papers totaling at least 20 pages, or a major research paper, both for three credits.

Winter - Doellinger, Chad

### American Indian Law

LAWS 43278 - 01 (3)

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

Appellate Court on live cases), but it is open to all students with an interest in tribes, federal jurisdiction, sovereignty, or comparative law.

Autumn - Henderson, M. Todd

#### American Legal History, 1607-1870

LAWS 43267 - 01 (3)

This course examines major themes and interpretations in the history of American law and legal institutions from the earliest English settlements through the Civil War. Topics include continuity and change between English and American law in the colonial period; the American Revolution; changing understandings of the U.S. Constitution; the legal status of women and African Americans; federalism; commerce; slavery; and the Civil War and Reconstruction. The student's grade will be based on a take-home final examination.

Spring - LaCroix, Alison

#### 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 of 20-25 pages). Participation may be considered in final grading.

Winter - Fennell, Christopher

#### Antitrust and Intellectual Property

LAWS 53489 - 01 (2)

This seminar will explore various issues at the intersection of antitrust and intellectual property. Whereas antitrust aims to protect competition, intellectual property aims to reward invention by conferring rights to exclude. Since passage of the Sherman Act, United States antitrust law has varied in its treatment of

intellectual property. It has been at times hospitable and at other times inhospitable. Drawing the appropriate line between unreasonable restraints of trade and legitimate exercises of intellectual property rights is a difficult task. But it is essential for technological progress and economic growth. This class requires a series of reaction papers.

Spring - Smith, Spencer

#### 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

<http://picker.uchicago.edu/antitrust/Syllabus.htm>

Winter - Picker, Randal

#### Applied Entrepreneurship: Tackling Legal Problems with Business Solutions

LAWS 81026 - 01 (2)

In this course, Professor Henderson (Law School) and Professor Gossin (Polsky Center) will provide students with a systematic approach to entrepreneurship, and then help lead teams of students through the process of generating ideas, turning ideas into businesses, testing business concepts with customers, prototyping businesses, and pitching business ideas to investors. The students will take their ideas out into the market with the goal of building real businesses. The focus will be on addressing legal, regulatory, or public policy problems with business solutions. Law students tend to think of legal solutions to these problems, policy students tend to think of policy solutions to these problems, while business students apply entrepreneurial solutions solely to business problems. The goal of the course is to marry legal and policy problems with business solutions by putting together teams from the Law School, Harris School, and Booth School. While students will be encouraged to identify legal, regulatory, or policy problems that need to be addressed, special emphasis will be given to those teams aiming to address problems facing underserved communities, whether this involves improving access to justice, reducing regulatory barriers that raise the costs of

service, or the like. The course will meet nine times in the Fall to provide the core tools of entrepreneurship. During this time, students will also work with the professors and colleagues to identify potential business ideas. In the Winter, teams will be formed and begin to conceptualize their business model, including doing qualitative research and prototyping. There will be occasional meetings for teams to present their ideas to the group and for teams to be reconstituted to focus on the promising ideas. During this process, some ideas may drop out, and these teams be added to other teams. The approach will be collaborative with an idea on developing the best ideas. The class will have a series of reaction papers. Participation may be considered in final grading.  
Autumn, Winter – Henderson, M. Todd; Gossin-Wilson, Thomas William

#### Arbitration

LAWS 53332 - 01 (2 TO 3)

This seminar focuses on arbitration in the U.S. as a means of resolving both domestic and international commercial disputes. The seminar will explore the advantages and disadvantages of arbitration as compared to both mediation and litigation in the courts. The seminar will also address (among other topics) the nature and scope of arbitral jurisdiction; the nature of the arbitral process; the scope of discovery in domestic and international arbitrations; techniques of effective advocacy in arbitral hearings; the enforcement of domestic and international arbitral awards; and judicial review of arbitral proceedings. A major focus of the seminar will be a series of recent Supreme Court decisions in which the Court has limited the scope of judicial review of arbitral awards and clarified the ways in which arbitral agreements can limit liability (for example, by barring class actions). Finally, the seminar will examine international arbitration in the United States, including the U.S. enforcement of international awards and the conduct in the U.S. of arbitral proceedings involving foreign governments and private parties (“Investor-State” arbitrations). Participation may be considered in final grading.  
Spring - Sanga, Sarah

#### 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. A major paper of 20-25 pages is required.

Autumn - Landes, William; Hirschel, Anthony

Artificial Intelligence Technology, Law, and Policy

LAWS 53191 - 01 (1)

Artificial intelligence is transforming the way that companies and organizations engage, routine tasks are carried out, and humans relate to one another. Machine learning, natural language processing, machine vision, and related technologies are augmenting or replacing human intelligence in a number of domains, creating new legal and policy issues, challenges and opportunities. Students that take this course are expected to gain fluency, working knowledge and the rudimentary skills of analysis that pertain to the technology, business, law and policy issues raised by artificial intelligence, robotics, and related technologies. Through reading assignments, case studies, and research exercises, students will leave the course with the ability to understand the business models and comparative advantages of various artificial intelligence firms and projects, to spot and analyze the legal, ethical and policy issues raised by them, and to problem-solve and understand how to apply existing and emerging frameworks to the challenges associated with artificial intelligence.

Autumn - Chien, Colleen

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.

Winter - 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.

Autumn, Spring - 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. Final grade will be based on the presentations and a companion paper (20-25 pages). Participation may be considered in final grading.

Spring - Weisbach, David; Malani, Anup

**Bioethics**

LAWS 97122 - 1 (3)

This lecture course will introduce you to the field of Bioethics. We will use a case-based method to study how different philosophical and theological traditions describe and defend differences in moral choices in contemporary bioethics. This class is based on the understanding that case narratives serve as the motivation for the discipline of bioethics and that complex ethical issues are best considered by a careful examination of the competing theories as they work themselves out in specific cases. We will examine both classic cases that have shaped our understanding of the field of bioethics and cases that are newly emerging, including the case of research done at Northwestern University. Through these cases, we will ask how religious traditions both collide and cohere over such topics as embryo research, health care reform, terminal illness, issues in epidemics and public health, and our central research question, synthetic biology research. This class will also explore how the discipline of bioethics has emerged to reflect upon such dilemmas, with particular attention to the role that theology philosophy, law, public health, and religious studies have played in such reflection. We will look at both how the practice of different disciplines has shaped the field of bioethics and in particular at how different theological and philosophical claims, methodology, and praxis have continued to shape and inflect bioethics. We will examine the issue of epistemic stance, of truth claims, and of how normative policies are created amid serious controversy. We will explore the nature of the relationship between religion and public policy and study how religious traditions and moral philosophy shape our view of issues as "bioethics controversies" to be addressed.

Spring - Zoloth, Laurie

### Blockchain and Cryptocurrencies

LAWS 42505 - 01 (3)

This class examines how what decentralized ledgers such as blockchain are, how they work, use cases such as cryptocurrencies, novel methods of financing made possible by blockchain, and legal issues that blockchain raises. We will examine both blockchain and directed acyclic graph ledgers and different consensus protocols, including both proof of stake and proof of work. We will explore the history and evolution of cryptocurrencies, especially through so-called forks. We will examine the use of blockchain not just for payments, but also for tracking financial assets and land, trading computer storage and processing power, and even for game play. We will examine the novel ways in which blockchain startups are funded, including the pre-sale of utility tokens to investors. We will also consider legal issues such as the tax treatment of ICOs and cryptocurrency trades, whether tokens are securities, the fiduciary duties of developers under corporate law, and money-laundering concerns with cryptocurrencies. Students will be expected to either write a white paper, a legal memo, or industry and investment analyses of a firm. Participation may be considered in final grading.

Winter - Malani, Anup

### 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.

Autumn - Odorizzi, Michele

### Business Organizations

LAWS 42301 - 01 (3)

This is an introductory course on the law of the governance of business organizations. While we will focus primarily on corporations, we will also cover other forms of organization to examine similarities and differences. Specific topics will include fiduciary law, shareholder voting, derivative suits, control transactions, mergers and acquisitions, and corporate governance.

Autumn - Casey, Anthony

**Business Organizations**

LAWS 42301 - 01 (3)

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

Winter - Sanga, Sarath

**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. The course explains and makes use of some concepts from financial economics, but no prior experience with economics or finance is needed. To the contrary, it is a means of learning and becoming comfortable with how businesses work and why they and the legal restrictions they face have acquired their current details. A major aim is to equip students with the knowledge to take advanced courses, to counsel businesses and practice transactional law, but also to understand the stakes and the vulnerable points if they choose careers as litigators or regulators. Perhaps one quarter of the course is devoted to takeovers by one company of another, but otherwise the course does not overlap with Securities Regulation, Corporate Taxation, or Antitrust. Students who expect to pursue careers in business law normally take the course in Business Organizations early in their law school careers. Participation may be considered in final grading.

Spring - Levmore, Saul

**Business Planning**

LAWS 53194 - 01 (2 TO 3)

This seminar develops and applies the student's knowledge of taxation and corporate and securities law in the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the transition to public ownership of the corporation; executive compensation arrangements; the purchase and sale of a business; and mergers, tender offers, and other types of combination transactions. Small-group discussions and lectures are employed. The student's grade is based on a final examination; students may earn an additional credit by writing a paper

on a topic approved by the instructors. The student must have taken (or be taking concurrently) Business Organizations and Corporate Tax I or receive instructor approval.

Winter - Crow, Keith; Sexton, Anthony

### Canonical Ideas in American Legal Thought

LAWS 57013 - 01 (3)

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, 2019. Credits for this workshop: Autumn quarter: 3 Winter quarter: 2 Spring quarter: 2 This class requires a final 20-25 page paper. Participation may be considered in final grading.

Autumn - Ginsburg, Thomas; Huq, Aziz; Miles, Thomas

### Capital Punishment

LAWS 53410 - 01 (3)

This seminar will deal with the law of capital punishment in the United States, focusing on the U.S. Supreme Court's pertinent Eighth Amendment jurisprudence. Although philosophical and public policy questions will undoubtedly arise, the doctrine will remain the seminar's central concern. This class requires research papers (20-25 pages). Participation may be considered in final grading.

Winter - Rappaport, John

**Civil Rights Clinic: Police Accountability**

LAWS 90913 - 01 (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 Litigation**

LAWS 43291 - 01 (3)

This course focuses on section 1983 of the United States Code, a Reconstruction-era statute that enables private parties to sue any other person who "under color" of law deprives them of the "rights, privileges, or immunities secured by the Constitution and laws" of the United States. Class participants will become familiar with the theoretical, procedural, and practical aspects of civil rights litigation, including constitutional and statutory claims, defenses and immunities, and available remedies, including attorney fees. Related U.S. Code provisions concerning discrimination in housing, contractual relations, employment, and

voting are examined where relevant. Evaluation will be by exam, written exercise, and class participation. There will be a 3 hour in-class exam.

Autumn - Miller, Darrell

#### Civil Rights Litigation in the Child Welfare Context

LAWS 53451 - 01 (2)

Landmark constitutional cases hold that the familial association rights are fundamental, but enforcing that principle through litigation has been challenging for advocates for children and families. In this seminar taught by a civil rights lawyer for families involved in dozens of civil rights cases on behalf of children and families for over 30 years, we will examine cases that have tested the constitutional rights of parents and children in the context of child protective systems intervention that restricts associational, personal integrity and privacy rights, including: family separation/children's removal from homes and hospitals, so-called voluntary removals, investigation tactics including gynecological searches and photographing of nude children, race/national origin discrimination and Native American rights, disability rights, sexual orientation and gender identity in the context of foster care; poverty/homelessness; and the interface between domestic violence and child protection. The course will also consider common obstacles to successful system reform challenges in civil rights litigation, including qualified and absolute immunity, standing, abstention/Rooker Feldman, and mootness. Students will be expected to write three 3 to 5 page papers on topics related to the classroom discussion will include at least one 15-20 minute argument on behalf of a party to a case examined in the class. Participation may be considered in final grading.

Winter - Redleaf, Diane

#### 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 (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 European Corporate Law

LAWS 43222 - 01 (2)

The globalization of commerce underscores the importance of European corporate law, especially for multinational enterprises. This course covers the fundamentals of European corporate law in an international and comparative perspective. It aims at providing an introduction to the most important corporate law issues and problems encountered by firms that do business in the European Union (EU). At the same time, the course seeks to introduce students to the complex interplay between EU rules and those of the 28 Member States. Frequent comparisons will be drawn to the relationship between state and federal law in the United States. The course adopts a life-cycle approach to corporations, i.e. it tracks the European rules on company formation, going public and restructuring/insolvency in a comparative perspective. The course is divided into five parts. The first part introduces the institutional framework of EU business law. This part will focus on the law-making process in the EU, the principles of subsidiarity and proportionality and on the four freedoms that are fundamental to the common market. The second part covers key

corporate law issues such as company formation and corporate governance, creditor protection and financial reporting, structural changes (including cross-border mobility and regulatory competition between the Member States), and European Corporate Entities (especially the *Societas Europaea*). The third part on capital markets covers control transactions and golden shares, the governance of primary and secondary financial markets and (briefly) banking. The fourth part on bankruptcy deals with key elements of the European bankruptcy framework, namely, the European Insolvency Regulation and the European Restructuring Directive. An important theme here will be forum shopping and regulatory competition. Finally, the fifth part addresses two key challenges for the further development of the European law governing business organizations: the departure of the United Kingdom from the EU ('Brexit') and technological advances, in particular associated with 'Artificial Intelligence'. The primary focus of the course will be on the existing legal framework. However, policy issues will also be discussed where appropriate (proportion of law to policy approximately two to one). The European legal framework will be compared frequently to other jurisdictions. Within Europe, the focus will be on the UK, France, and Germany. Comparisons will also be drawn to the legal position and the policy debates in the US. Students planning to register for the course should have a basic prior knowledge of corporate law.

Autumn - Eidenmueller, Horst

### Competitive Strategy

LAWS 43280 - 01 (3)

We will apply tools from microeconomics and game theory to the analysis of strategic decision making by firms. Specific topics covered include the sources of industry and firm profitability, strategic positioning, sustainable competitive advantage, the boundaries of the firm, incomplete contracts, horizontal and vertical integration, strategic commitment, strategic cooperation, dynamic pricing, entry and exit, network effects, and platform markets. My goal in the class is to get students to think like an economist about firm strategy.

Autumn - Budish, Eric

### 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. Classes will be participatory and discussion oriented, with a number of interesting guest speakers.  
Spring - Zubrow, Barry

#### Compliance and Regulatory Strategy

LAWS 53317 - 01 (2)

Companies and individuals face potentially draconian global regulatory exposure based upon increasingly strict expectations that companies have state of the art governance, risk and compliance programs. For companies, these sanctions 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. Plus, the emergence of new technologies creates further compliance challenges. By placing students in the context of a corporate executive, board member or counsel, students will learn the fundamental principles and tools to prepare them to both design compliance programs and engage with regulators to mitigate these risks. While many of these principles apply to all industries, we will explore these issues primarily through the lens of the financial services sector, which includes banks, brokerage firms, investment companies and investment advisers. Students will also learn the fundamentals of regulatory regimes overseeing these businesses, as well as strategies for successfully engaging the regulators. We will explore how the design and execution of these programs can avoid or limit potential liabilities from regulatory and criminal authorities, as well as how 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. This class requires a series of reaction papers. Participation may be considered in final grading.  
Spring – Senatore ,Charles

#### Constitutional Decisionmaking

LAWS 50202 - 01 (3)

Students enrolled in the seminar will work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, each court will be assigned two hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment. All cases must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the "legislative history" of the Equal Protection Clause (materials on that history will be

provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, students must sign up as five-person courts. This seminar will not have regularly-scheduled classes (except for introductory and concluding meetings), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot. To be eligible for participation in the seminar, students should send me an e-mail (gstone@uchicago.edu), 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.

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 focuses on the structural side of Constitutional Law: the institution of judicial review, the federal division of authority between the nation and the states, and the separation of powers among the branches of the national government. We will cover a great deal of contemporary doctrine on these subjects, but we will also consider them from a theoretical and historical perspective. In particular, we will consider theories of constitutional obligation (why we obey the Constitution), interpretation (how constitutional meaning should be ascertained), and judicial review (what role the courts, vis-a-vis other actors, should play in determining

constitutional meaning). And we will assess how the Constitution's content and role have changed over time in response to historical developments. Students' grades will be based on a final take-home examination, with marginal adjustments for contributions to class discussion. Students who have taken Constitutional Law for LLMs may not register for this course.

Autumn - Young, Ernest

#### 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. Students who have taken Constitutional Law for LLMs may not register for this course. Participation may be considered in final grading.

Spring - Huq, Aziz

#### 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. This class requires either an in-class exam or major paper (20-25 pages).

Spring - 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, and other characteristics, and the recognition of individual rights not explicitly enumerated in the Constitution. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student's grade is based on a final in-class exam or 20-25 page paper.

Winter – Stone, Geoffrey

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301 - 01 (3)

This class explores the doctrinal development of Equal Protection and substantive due process rights. We will, of course, explore the historical development of these rights. We will also think about how the rights interact with pressing present concerns related to social stratification, especially by gender and race. Participation may be considered in final grading.

Spring - Huq, Aziz

Constitutional Law V: Freedom of Religion

LAWS 40501 - 01 (3)

This course explores religious freedom in America, especially under the first amendment. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a substantial paper, series of short papers, or final examination, with class participation taken into account. Instructor consent required for paper to be considered for SRP certification.

Winter - Case, Mary Anne

Contract Drafting and Review

LAWS 53271 - 02 (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 specific contract provisions and a complete contract, and will learn how to read, review and analyze

contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based upon class participation, a series of substantial out-of-class weekly drafting exercises, and a final take-home assignment.

Autumn - Neal, Joan

#### Contract Governance

LAWS 53373 - 01 (3)

This course explore the legal and non-legal provisions and forces that are used to govern contractual performance and encourage innovation in Sales transactions in the modern economy. Emphasis is also placed on how the internal organization of firms effects contracting and the likelihood of different types of innovation.

Although theoretically grounded in typical Chicago fashion, the focus is on the practical aspects of contracting, from selecting a supplier, to negotiating a deal, to governing an ongoing relationship, to thinking about the choice of forum for the resolution of different kinds of disputes. Students will have the opportunity to review a contract/s with an actual client and get feedback on the wisdom of their advice. There is no long paper, but rather a short papers of various types-such as research a trade usage, commenting on a contract, or structuring a deal.

Spring - Bernstein, Lisa

#### Contract Law for LL.M. Students

LAWS 70850 - 01 (3)

This course introduces the basic doctrines relating to contract formation, interpretation, performance, breach, warranty and damages, viewing them from the perspective of transactional lawyers and through a litigation oriented Lens. It also focuses on more practical aspects of modern contracting: how to choose a contractual partner, the type of negotiating posture it is desirable to adopt in different contexts, how to communicate with clients and advise on contractual structure. Also included are one or more exercises focusing on reviewing actual agreements, and sometimes interacting with live clients or an experienced outsourcing attorney. Although this class can satisfy the requirement of taking a contracts class for the New York bar it does not function as preparation for the bar exam itself but rather is taught as other U of C courses are. The method of evaluation is two pass/assignments, a short (less than three page graded assignment) and one problem handed out the last day that requires students to put what they learned to use drafting part of an agreement for a hypothetical client. Class participation is also counted in the final grade in the amount of 30%.

Spring - Bernstein, Lisa

### Copyright

LAWS 45801 - 01 (3)

This course explores the major areas of copyright law, with special emphasis on how modern technology might challenge traditional copyright principles. Topics include copyright duration, subject matter, and ownership; the rights and limitations of copyright holders, including the fair use doctrine; remedies for copyright infringement; and federal preemption of state law. The student's grade is based on a final examination. The syllabus for the course is at <http://picker.uchicago.edu/Copyright/Syllabus.htm>.

Autumn - Picker, Randal

### 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** 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 take-home 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. Participation may be considered in final grading.

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. This class has a final in-class exam. Participation may be considered in final grading.

Spring - 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, market and political 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 and among shareholders, directors and CEOs and their management teams. 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 full-length paper (3 credits) which can be used to satisfy WP requirements. In all instances, class participation will also be taken into account. Enrollment will be limited to 30 students, including up to an aggregate of 10 students from the LL.M. program, Chicago Booth, Harris and the Department of Economics.

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 generally 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). Participation may be considered in final grading.

Winter - Dharmapala, Dhammika

#### Corporate Law and Dual-Purpose Organizations

LAWS 53006 - 01 (2)

Organizations pursuing multiple objectives-including social, financial, and environmental goals-are on the rise, particularly in the healthy food and health sectors. However, managing the inherent tensions among these objectives poses a serious challenge. In light of this trend, this course takes an interdisciplinary approach to re-examining the theory of the firm from both a legal and a management perspective. It asks whether and how law-especially corporate law and contract law-can accommodate "purpose." Drawing from the legal and management literatures, including sociology, organizational theory, and economics, it explores the distinctions between how law treats these topics and how business treats these topics. The course uses the healthy food and health sectors to examine these questions. For example, how can a purpose-driven healthy food company retain its purpose and profit objectives after it is acquired by a non-purpose-driven company? How do for-profit hospitals differ from non-profit hospitals-and how should they? The course breaks down our assumptions about what firms are in order to better understand how they are currently treated and how they should be going forward. This class requires a series of reaction papers. Participation may be considered in final grading.

Spring - Aguirre, Emilie

#### 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 mergers and acquisitions, including taxable acquisition structures, tax-free reorganizations. Prerequisites: Taxation of

Corporations I. Students' grades based on a final proctored examination or a full-length paper. Prerequisites: Taxation of Corporations I or Corporate Tax I  
Spring - Weisbach, David

Counterintelligence and Covert Action - Legal and Policy Issues  
LAWS 53219 - 01 (3)

This seminar will focus on the constitutional and legal framework for counterintelligence and other instruments of national power that seek to neutralize and/or exploit our adversaries' intelligence activities against US national security interests. Such adversaries may include foreign intelligence services, terrorists, foreign criminal enterprises, cyber intruders, or some combination thereof. The seminar will consider both legal and policy issues raised in efforts to prevent adversarial espionage action -- overt, covert, or clandestine -- targeting US military, diplomatic, and economic interests at home and abroad. The seminar will also explore the role and overlap of covert action, roughly defined as action intended to influence events in another nation or territory without revealing the involvement of the sponsor. Although the primary focus of the seminar will be separation of powers issues and the role of executive power in counterintelligence and covert action, care will be taken to consider less frequently discussed implications for domestic and international economies and markets, as well as the extent to which economic and market considerations motivate policy making or legal decisions. The seminar will include short case studies from the Cold War and post-Cold War eras in the US, Latin America, the Middle East, and the former USSR. The seminar is designed to minimize overlap with the material covered in The Law of Counterterrorism (LAWS 70704 or 43221) and National Security Issues (LAWS 70703 or 53217) by primarily focusing attention on state actors rather than nonstate actors. Grades will be based upon a final paper, occasional short response papers, and reasonable class participation.

Spring - Cowen, Stephen; Garcia, Tony

Criminal and Juvenile Justice Project Clinic  
LAWS 90217 - 01 (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 regulating the investigatory process, including searches, seizures, and confessions. The grade is based on a final 8 hour take-home examination.

Autumn - Rappaport, John

#### Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3)

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

Winter - Fairley, Sharon

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

LAWS 47301 - 01 (3)

Criminal Procedure II surveys the procedural and constitutional rules that govern the court process in a criminal case. We study the criminal process after a case comes into court. Topics may include: pretrial detention, the preliminary hearing, the grand jury, venue, the charging instrument, joinder/severance, discovery, trial, confrontation rights, plea bargaining, and sentencing. We also examine prosecutorial discretion, as well as legal 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. (IMPORTANT: Criminal Procedure I is not a prerequisite, and no knowledge of Criminal Procedure I is needed for this course. Criminal Procedure I examines the rules that govern police investigations, while this course covers the next chronological stage-the court process.) This class has a final take-home exam. Participation may be considered in final grading.

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: Law, Strategy &amp; Negotiations

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 negotiation strategies and key terms in commercial contracts. Next we will review how these transactions vary globally. Lastly, 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, a short paper, an in-class negotiation and class participation.

Autumn - Sultani, Tarek

## 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 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 Expert Group assisting UNCITRAL in developing various secured transactions law reform texts, including the UNCITRAL Model Law on Secured Transactions (2016). Because cross-border lending touches upon many areas of law, this seminar provides a useful introduction to international commercial transactions in general.

Winter - Kohn, 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 -requisites: Criminal Law. Participation may be considered in final grading.

Winter – Scudder, Michael; Fitzgerald, Patrick

### Derivatives in the Post-Crisis Marketplace

LAWS 53313 - 01 (3)

In this seminar, we will explore the vital role that derivatives such as futures, forwards, options and swaps play in the financial system and the impact that post-crisis reforms have had on the derivatives marketplace. We will begin with a brief history of derivatives, an introduction to the core building blocks of the product and an overview of the agencies, regulations and statutes governing derivatives use, including the Bankruptcy Code and similar restructuring and resolution laws. We will then explore the role that derivatives played in the financial crisis and discuss the regulatory architecture put in place to mitigate the perceived risks of derivatives both in the U.S. under the 2010 Dodd-Frank Wall Street Reform and Consumer Protection Act and abroad under various regimes. In order to understand some of the law's grey areas, we will also discuss pivotal case law, including *Metavante* and *Lomas*. Turning to the future, we will evaluate changes in the current marketplace, explore trends in derivatives use and delve into new trading architectures such as central clearing and blockchain, with a particular focus on the regulatory challenges these technologies pose. We will conclude with an in-depth discussion of the credit default swap auction process by reference to case studies such as *Codere*, *Hovnanian*, *iHeart* and *Windstream*. Grades will be based on a 20-25 page paper on a topic of the student's choice as well as class participation.

Autumn - Madell, Jaime

### 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. One half of a student's grade is based on preparation for and class participation and one half on a series of 6 short papers related to class topics of under 5 pages.

Autumn - Schiller, Donald; Wyatt, Erika

#### Drafting Contracts: The Problem of Ambiguity

LAWS 53269 - 01 (2)

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

Autumn - Torbert, Preston

#### Election Law

LAWS 43260 - 01 (3)

This course examines the law, both constitutional and statutory, that governs the American electoral system. Topics covered include the right to vote, reapportionment and redistricting, minority representation, the regulation of political parties, and campaign finance. The course draws heavily from both legal and political science scholarship. It addresses constitutional provisions including the First, Fourteenth, and Fifteenth Amendments, as well as key statutes such as the Voting Rights Act, the Federal Election Campaign Act, and the Bipartisan



Campaign Reform Act. Students will develop an understanding of not only election law doctrine, but also the theoretical and functional underpinnings of the American electoral system.

Autumn - 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. There are no prerequisites required for this seminar.

Autumn - Wolf, Charles; Mowery, Philip

#### Employment Discrimination Law

LAWS 43401 - 01 (3)

This course examines the federal laws pertaining to employment discrimination based upon race, color, religion, sex, national origin, alienage, age, and disability. The course focuses primarily on Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1866, the Age Discrimination in Employment Act, and the Civil Rights Act of 1991. There is limited coverage of the Americans with Disabilities Act. Careful consideration is given to the burdens of proof applicable to employment discrimination suits based upon both individual claims of discriminatory treatment and claims of disparate impact upon protected groups.

Autumn - Thomas, Suja

### 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 in-class 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)

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. Participation may be included in final grading.  
Autumn, Winter, Spring - Schmidt, Randall

#### Energy Law and Policy

LAWS 43282 - 01 (3)

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

Winter - Templeton, Mark

#### 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. This class requires a paper of 20-25 pages. Participation may be considered in final grading.

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, short written assignments, and a research paper.

Winter - Kregor, Elizabeth; Hermalik, Amy

### Environmental Law and Policy

LAWS 46001 - 01 (3)

This course explores the large and growing body of law addressing relationships between human activities and the environment, including legal regimes governing air and water pollution, toxic substances, hazardous waste, endangered species, and climate change. The course assesses key features of these legal regimes, including the array of rationales for environmental protection (economic, ethical, etc.); the choice of policy instruments (command-and-control standards, taxes, trading systems, information disclosure, behavioral instruments, etc.); and the roles of different branches and levels of government. The course is focused on federal law and the U.S. legal system, although as part of understanding the structural choices imbedded in the U.S. legal approach to environmental law, the course will include some comparative analysis of the law in other countries and international regimes. This class has a final in-class exam and required series of reaction papers. Participation may be considered in final grading.

Spring - Rowell, Kristen Arden

### Estate Planning And Drafting

LAWS 53471 - 01 (2 TO 3)

This seminar in estate planning and drafting meets the ABA definition of an experiential course. The seminar will give students experience in drafting specific provisions of wills and trust instruments, including provisions relating to the use of class gifts, conditions of survival, and powers of appointment. Students will be graded on a series of drafting exercises and on class participation. Students enrolling for 3 credits rather than 2 will be graded also on the preparation of a will for a live client. Prerequisite: Trusts and Estates: Wealth Management and Transmission (LAWS 45211). Students who took Advanced Trusts and Estates (LAWS 45221) in Spring Quarter 2019 are not eligible to enroll. Participation may be considered in final grading.

Spring - Gallanis Jr, Thomas

### 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, the intersection of personal morality and rules-based ethics, individual and organizational practice pressures that can cause lawyers to violate ethics norms, how to weigh competing ethical obligations, 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). (Please note that this paper cannot fulfill the SRP or WP requirement.)

Winter - Neal, Joan

### Evidence

LAWS 41601 - 01 (3)

An examination of the federal rules governing proof at trial. On many points, the rules of most states are the same or similar (New York and California have the most differences, though even they have significant overlap with the Federal Rules). There will be somewhat more lecture than in a typical course, in order to facilitate coverage of material. Even so, certain relatively minor or easy topics will not be covered (Burdens of Proof, Presumptions, Judicial Notice), and others will be covered only briefly (e.g., Privileges, Impeachment of Witnesses). Approximately two-thirds of the term will be devoted to the two central topics in the law of evidence: relevance and hearsay (including the hearsay exceptions).

Winter - Leiter, Brian

### Evidence

LAWS 41601 - 01 (3)

An examination of the federal rules governing proof at trial. On many points, the rules of most states are the same or similar (New York and California have the most differences, though even they have significant overlap with the Federal Rules). There will be somewhat more lecture than in a typical course, in order to facilitate coverage of material. Even so, certain relatively minor or easy topics will not be covered (Burdens of Proof, Presumptions, Judicial Notice), and others will be covered only briefly (e.g., Privileges, Impeachment of Witnesses). Approximately two-thirds of the term will be devoted to the two central topics in the law of

evidence: relevance and hearsay (including the hearsay exceptions). This class has a final take-home exam.

Spring - Buss, Emily

### Exoneration Project Clinic

LAWS 90220 - 01 (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 - Tepfer, Joshua; Leonard, Karl

### Family Law

LAWS 45001 - 01 (3)

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

Spring - Case, Mary Anne

### Federal Courts

LAWS 41101 - 01 (3)

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

The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes and gives students a unique opportunity to practice in federal court. The FCJC is the first legal clinic in the country to exclusively represent indigent clients charged with federal felonies. We enter our federal district court cases at the time of arrest, take them to trial or guilty plea and sentencing, and then carry them through appeal and beyond. As part of our broader mission to promote fairness in the criminal justice system, we also take Seventh Circuit appeals and write amicus briefs and petitions for certiorari to the U.S. Supreme Court. FCJC students may have an opportunity to interview clients and witnesses; meet with clients at the jail and out on bond; conduct and participate in bond hearings, preliminary hearings, arraignments, evidentiary hearings, plea hearings, sentencing hearings, and trials; research, write, and argue motions and briefs; negotiate with prosecutors; and participate in case investigations. Students involved in appellate litigation write briefs to the Seventh Circuit and the Supreme Court and may conduct oral argument in the Seventh Circuit. The seminar component includes skills exercises, simulations, lectures, case rounds, and discussions. The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year. It is strongly recommended that students interested in joining the FCJC take Prof. Siegler's Criminal Procedure II course in Spring 2020 and take the Intensive Trial Practice Workshop at the beginning of 3L year (or another trial advocacy course). The FCJC is a year-long clinic and is typically only open to 3Ls. Any slots that remain after bidding closes will be opened to 2Ls. Students who want to learn more about the FCJC may contact Professor Siegler or Professor Zunkel for more information.

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

#### Federal Criminal Justice Practice And Issues

LAWS 53386 - 01 (3)

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, including Special Counsel Robert Mueller's investigation. 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 and witness immunity); (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. 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 (20-25 pages) and oral performance in the simulated practice exercises.

Winter - Doss, Michael

#### Feminist Economics and Public Policy

LAWS 53215 - 01 (2)

This seminar will explore advances in feminist economics and the implications for public policy in local and global communities. Drawing from feminist economics research, the seminar will address the persistence of gender inequality in societies around the world and proposed policy solutions. Topics will include gender relations and the organization of domestic and market work, violence against women, workplace and pay equality, gendered access to resources, education, and healthcare, and gender and property rights. 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.

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 and make a presentation in class.

Spring - Ben-Shahar, Omri

#### Gideon, Civil Gideon and Access to Justice

LAWS 53407 - 01 (2)

This seminar explores access to justice and right to counsel debates in the criminal and civil contexts, starting with the landmark Supreme Court case, *Gideon v. Wainwright*. Topics include, the Sixth Amendment right to counsel, whether *Gideon's* promise is being fulfilled in criminal cases, the costs and benefits of having a civil *Gideon* regime, funding for civil legal services organizations, empirical research on the impact of lawyers on case outcomes and client experiences, pro bono legal services, and the role of race and class in access to justice. Readings will include cases, law review and social science articles. Final grades will be based on a series of short response papers and class participation.

Spring – Adediran, Atinuke

#### Government Integrity and Transparency Seminar

LAWS 53413 - 01 (3)

This seminar will provide students with an opportunity to learn about the legal systems that promote government integrity and transparency through participation in: (1) a seminar; and, (2) a clinical placement in a government oversight agency or entity. The goal of the seminar is to familiarize students with the legal rules and procedures for ensuring the proper, transparent functioning of governmental operations. The clinic will provide students with exposure to substantive and procedural law, criminal and administrative law, ethics, litigation preparation and practice (through participation in classroom exercises built around a single public corruption matter), and hands-on experience through a clinical placement. Each student in the clinic will be responsible for securing a field placement and participating in a pre-screened externship program with a governmental entity with oversight and transparency responsibilities for the winter and/or spring

quarters. Examples include the City of Chicago Office of Corporation Counsel, City of Chicago Office of the Inspector General, the Chicago Public Schools Office of the Inspector General, the Civilian Office of Police Accountability, the Cook County Office of the Inspector General, Office of the Illinois Executive Inspector General, the Office of the Illinois Attorney General (Please note that some offices require law students to apply as early as September for externships beginning the following January.) Students will comply with the clinical placement's requirements regarding hours and assignments, which will be considered part of their course grade. In the clinical placements, students may be expected to research substantive criminal and administrative law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with administrative proceedings, and where permitted (and with an appropriate 711 license), may appear in court. This class has a final take-home exam. Participation may be considered in final grading.

Spring - Fairley, Sharon

#### Greenberg Seminars: Artificial Intelligence

LAWS 92000 - 09 (0 TO 1)

This seminar will explore a series of works on the ethical and legal issues posed by the promise of artificial intelligence and autonomous machines. Covered works will include Nick Bostrom's "Superintelligence: Paths, Dangers, Strategies," Kurt Vonnegut's "The Player Piano," and films and other media on the topic. We will use these works to examine ethical and legal issues such as the consciousness, personhood, and culpability of autonomous machines as well as questions about how artificial intelligence may disrupt existing institutions in society. The seminar will meet at the professors' house in Naperville in the afternoons of the following days: October 13, October 27, November 17, and May 2. Please do not sign up for this course if you have conflicts on those dates.

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

#### Greenberg Seminars: Global Poverty

LAWS 92000 - 08 (0 TO 1)

This seminar will focus on how legal regimes can be improved to reduce global poverty by promoting economic and social development. For each session, we will watch a documentary film that explores a different issue related to poverty and development around the world. These issues will include topics like migration, housing, health, labor markets, and education. We will focus on discussing how existing laws contributed to the emergence of current problems and how laws can be reformed to promote development. We will also discuss the extent to which the

films we watch are successful at identifying and conveying development challenges and opportunities.

Autumn, Winter, Spring - Chilton, Adam; Malani, Anup

#### Greenberg Seminars: Groups

LAWS 92000 - 03 (0 TO 1)

Humans have succeeded because we work as groups, learning from one another and from our predecessors. Is this why we form social networks, or is it the other way around? Why do we sometimes cooperate and sometime compete? How did evolution bring this about, and where does law fit in to all of this? This Greenberg seminar will consider these things by talking about several important books. We will meet on five or six Thursday evenings in the course of the Autumn and Winter quarters. (Likely dates: October 10 and 24, November 7, January 9 and 23, February 6). The seminar will meet at the Professors' home in Hyde Park. Please do not sign up if these evenings conflict with seminars or other matters on your schedule. The instructors will supply the books, which are likely to include *Connected*, by Nicholas Christakis; *The Goodness Paradox*, by Richard Wrangham; *Identity*, by Francis Fukuyama; and, most importantly, *The Secret of Our Success*, by Joseph Henrich.

Autumn, Winter - Levmore, Saul; Roin, Julie

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

LAWS 92000 - 05 (0 TO 1)

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

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

#### Greenberg Seminars: Legal Issues in Game of Thrones

LAWS 92000 - 10 (0 TO 1)

This Greenberg seminar considers legal issues raised in the *Game of Thrones* TV series. Among other issues, we will consider the implicit criminal law, contract law, and constitutional law (e.g., the rules of succession) in the *Game of Thrones*, as well as how norms substitute for law when central legal enforcement is unavailable. We will also consider the role of counselors (akin in some sense to lawyers) in the *Game of Thrones* society. Students should have watched the complete series before the first class session.

Autumn, Winter, Spring - Neal, Joan; Weisbach, David

Greenberg Seminars: Protest, Surveillance and Speech: Black Mirror and Other Dystopias

LAWS 92000 - 06 (0 TO 1)

The pace at which new technology and social media evolve and reshape our lives, altering our social and legal landscape, raises new and old fears and possibilities. This course will explore the role of surveillance and control through works of science fiction and dystopias. We will consider the role of surveillance in facilitating state and public control in pursuit of better (and perfect) governance. We will also consider evolving methods and strategies for dissent and public speech. In what ways is state and social control helpful and necessary? When does it become problematic? When and under what circumstances do states tolerate and facilitate dissent? Do we need a new concept of privacy in the modern age or do we need to protect what is being lost?

Autumn, Winter, Spring - Flores, Claudia; Guruli, Nino

Greenberg Seminars: Reconciliation in Ireland and South Africa

LAWS 92000 - 01 (0 TO 1)

Despite its apparent peace and prosperity today, Ireland is an island with a long history of division and conflict, from the sectarian Troubles in Northern Ireland to religious cruelties in the Republic of Ireland. This Greenberg looks at a collection of those ordeals, compares them with other paths to reconciliation in South Africa, and then considers where the two Irish nations are today. We will begin by reading two non-fiction accounts: SAY NOTHING by Patrick Radden Keefe about the Troubles in Northern Ireland and THE MAGDALEN LAUNDRIES by James M. Smith about cruelties inflicted upon unwed mothers in the Republic of Ireland. Then we will look at writings by Nelson Mandela (LONG WALK TO FREEDOM), Desmond Tutu (NO FUTURE WITHOUT FORGIVENESS), and Martha Nussbaum (ANGER AND FORGIVENESS) to examine ideas of reconciliation, anger, and forgiveness in other contexts. Next, we'll look at a celebrated fictional account of the Troubles in the north (MILKMAN by Anna Burns) before concluding with an account of ordinary life in the Republic today through NORMAL PEOPLE by Sally Rooney. Have the Irelands reconciled with their past, or does they still need to?

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

Greenberg Seminars: The Conservative Legal Movement

LAWS 92000 - 07 (0 TO 1)

We will study the rise of the conservative legal movement as a competitor to legal liberalism. Topics will include both influential persons and organizations, such as

the Federalist Society, and jurisprudential ideas, including originalism and law and economics. Participating students earn one pass/fail credit. Attendance at all sessions is required to earn the credit.

Autumn, Winter, Spring - Rappaport, John; Isaac, Joel

#### Greenberg Seminars: The Law on Film

LAWS 92000 - 11 (0 TO 1)

This seminar will examine a series of modern depictions of law on film. The seminar will cover both criminal law and procedure and civil litigation, and the list of films will include *Twelve Angry Men*, *The Paper Chase*, *My Cousin Vinny*, and others. We will explore the ways in which law is portrayed, the impact of this portrayal for narrative, and the ways in which film operates to shape public perceptions of law. Preference is given to 3L students. Graded Pass/Fail.

Autumn, Winter, Spring - Masur, Jonathan; Posner, Eric

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

LAWS 92000 - 02 (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. And, we will watch the TedX talk by Chimamanda Ngozi Adichie that was the basis for her book *We Should All Be Feminists*. 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. The seminar will meet twice in fall quarter, once in winter quarter, and twice in spring quarter.

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

Greenberg Seminars: "Just" Mercy?-The Criminal Legal System in the Crosshairs  
LAWS 92000 - 04 (0 TO 1)

"Mass incarceration is the result of small, distinct steps, each of whose significance becomes apparent over time, and only when considered in light of later events." - James Forman "If the function of the modern punishment system is to preserve racial and economic hierarchy through brutality and control, then its bureaucracy is performing well." -Alec Karakatsanis Today, there is widespread recognition that the criminal legal system is anything but just, and that its horrors are overwhelmingly borne by the poor and communities of color. This seminar will explore a variety of origin stories and critiques of the system through a new canon. We will meet five times over the course of the year, and each class will be structured around one or more of the following books: Michelle Alexander's *The New Jim Crow*, Bryan Stevenson's *Just Mercy*, James Forman's *Locking Up Our Own*, Emily Bazelon's *Charged*, Ta-Nehisi Coates' *Between the World and Me*, John Pfaff's *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform*, and excerpts from Alec Karakatsanis' *Usual Cruelty: The Complicity of Lawyers in the Criminal Injustice System*. We will use these texts to examine the genesis of our current punishment empire, the abounding racial and socioeconomic disparities, and various proposed solutions to the mass incarceration crisis. Autumn, Winter, Spring - Siegler, Alison; Zunkel, Erica

Greenberg Seminars: The Trial in Film and Literature  
LAWS 92000 - 12 (0 TO 1)

In this seminar, we will discuss portrayals of courtroom proceedings in literature and film/TV, beyond *My Cousin Vinny*, *To Kill a Mockingbird*, or *Law and Order*. What do they tell us about the effectiveness and justice of our system? About how non-lawyers view litigation and lawyers? How do these accounts affect how we think about our profession and our roles in it? About our society? We will give seminar participants a chance to weigh in on the materials we read and view, but some possibilities include: (film/TV) *Anatomy of a Murder*, *Runaway Jury*, *The Escape Artist*, *In Contempt*; (literature) Franz Kafka, *The Trial*; Scott Turow, *Presumed Innocent*; John Grisham, *A Time to Kill*. Autumn - Buss, Emily; Miller, Judith

History of the Common Law  
LAWS 43210 - 01 (3)

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

common law, law reporting, and the development of the common law in the American colonies and the new Republic.

Spring - Helmholz, Richard

#### Hopi/Alaska Law Practicum

LAWS 53359 - 01 (1, 1, 1)

The Hopi Clerkship is a year-long opportunity for students to get first-hand experience with the complex challenges and unique opportunities present in the everyday work of contemporary tribal legal systems. Students will support the Hopi tribe in three distinct ways: (1) serving as law clerks to justices of the Hopi Appellate Court, doing legal research, writing bench memoranda, participating in the judges conferences, and drafting opinions on live cases; (2) serving as law clerks to the criminal trial court judge, especially on matters related to the application of federal Fourth Amendment law to tribal police; and (3) serving as legal advisors to the Office of Cultural Preservation, working to support investigations and prosecution of Hopi cultural claims around the world in an attempt to return tribal patrimony. Students will do all their coursework and assigned casework at the University of Chicago with site visits to the respective Hopi legal institutions to attend oral arguments, present findings to Hopi tribal officials, and participate in judicial deliberations. Co-requisite: American Indian Law

Autumn, Winter, Spring - Henderson, M. Todd

#### Housing Initiative Transactional Clinic

LAWS 90226 - 01 (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

#### Human Trafficking and the link to Public Corruption

LAWS 53132 - 01 (3)

This course provides a comprehensive, practical introduction to the history and present-day reality of human trafficking both domestically and internationally. In the year of the 20th anniversary of the Palermo Protocol, the course will look back on how far individual states have come in their efforts to fulfill their obligations under the Protocol. By reviewing the challenges to criminal prosecution first, the course will explore alternative paths to eradicating this transnational human rights crime that impacts over 40 million individuals annually. Reviewing the array of supply chain laws domestically and internationally first and then exploring industry-wide practices, students will learn to examine solutions from an array of laws that reach beyond merely criminal prosecution. Recognizing that public corruption plays a significant and powerful role in aiding the crime to continue with little societal repercussions, the course will explore ways in which the Foreign Corrupt Practices Act and the TVPRA have mechanisms to enforce these violations that provide billions of dollars to the traffickers. Taught by federal district court judge, Hon. Virginia M. Kendall. This class requires a final paper of 20-25 pages. Participation may be considered in final grading.

Winter - Kendall, Virginia

#### Immigration Law

LAWS 43200 - 01 (3)

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

Spring - Chilton, Adam



**Innovation Clinic**

LAWS 90222 - 01 (1 TO 3)

The Innovation Clinic gives students the opportunity to counsel startups and venture capital funds on a broad range of corporate law and strategic issues, including regulatory compliance, entity formation, stock options and employee equity, privacy, employment, governance and founders' agreements, and commercial agreements. The Innovation Clinic also supervises students participating in the Innovation Fund Associates program, where they can participate in teams working to diligence the Fund's potential investments. Note that Innovation Fund Associates must apply separately to the Innovation Fund to be included in this program, and applications are accepted each fall for the following calendar year, but students are not required to be Innovation Fund Associates in order to participate in the Innovation Clinic. In addition to their work with the Clinic's clients and the substantive topic areas to be covered, students will have the opportunity to train in, and develop, the soft skills that separate good lawyers from highly effective lawyers in a transactional practice, such as negotiation, client management, preparedness and flexibility.

Autumn, Winter, Spring - Underwood, Emily

**Institute for Justice Clinic on Entrepreneurship**

LAWS 90223 - 01 (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, employment law, 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

## Insurance Law

LAWS 43601 - 01 (3)

This course introduces students to insurance institutions and insurance law, with the ultimate goal of understanding the role of insurance in society. Liability, life, and property insurance will receive the most attention, but we will also discuss health and disability insurance. After taking this course, students will know how to read and analyze a standard form insurance contract, how to work with insurance regulatory materials, how to spot the insurance issues in a wide variety of legal and public policy contexts, and how to think about insurance related issues using conceptual tools from a variety of disciplines. Cross-cutting themes of interest include the effects of insurance on tort law and on litigation, the regulatory function of insurance contracts, and the ways in which various conceptions of justice are achieved through insurance mechanisms as well as insurance regulation. Participation may be considered in final grading.

Spring - Ben-Shahar, Omri

## Intellectual Property-based Finance and Investment

LAWS 53320 - 01 (3)

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

Autumn - Friedman, Michael

## Intensive Contract Drafting Workshop

LAWS 53271 - 01 (3)

This 3-credit intensive seminar will meet each weekday morning from 9:00am-11:00am from September 16 - September 27. There will be an additional optional library session on September 25 from 11-11:50. Students should plan to spend a substantial part of each afternoon doing written homework to be turned in, and a part of each evening doing reading and preparation for the next day's class. The 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 specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based upon class participation and a series of substantial out-of-class daily drafting exercises.  
Autumn - Neal, Joan; Underwood, Emily

#### Intensive Trial Practice Workshop

LAWS 81009 - 01 (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. It is also open to all rising 3Ls, irrespective of participation in any 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. The faculty strongly recommend that students take Evidence prior to enrolling in this course. 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. This class is offered for approximately 5-6 hours/day before the beginning of the Autumn Quarter. The Autumn 2019 Workshop is scheduled from 9/16 through 9/27, and the final trial is scheduled for Saturday, September 28. The student's grade is based on a compilation of daily performance evaluations. For more information regarding Intensive Trial Practice Workshop, please email Professor Futterman at [futterman@uchicago.edu](mailto:futterman@uchicago.edu), or Professor Conyers at [hconyers@uchicago.edu](mailto:hconyers@uchicago.edu)  
Autumn - Futterman, Craig; Zunkel, Erica; Conyers, Herschella

## International Arbitration

LAWS 53310 - 01 (3)

This seminar provides a basic foundation in the law and mechanics of international commercial arbitration and international investment treaty 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, ICDR, 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 20-25 page paper. This Seminar will satisfy part of the lesser of the school's two writing requirements, if substantial research and written work is completed.

Autumn - Rubinstein, Javier

## International 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 one short paper and one longer paper 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 paper and longer paper addressing specific issues.

There will not be a final examination. Participation may be considered in final grading.

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. Participation may be considered in final grading.

Winter - Flores, Claudia

#### International Human Rights Clinic

LAWS 90225 - 01 (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. With permission of faculty, returning students may enroll for one credit each quarter.

Autumn, Winter, Spring - Flores, Claudia; Guruli, Nino

### International Investment Law

LAWS 43265 - 01 (3)

Foreign investment is a central feature of the world economy, and plays an essential role in economic development. It involves a transaction in which an investor in one country (home state) sends capital to another (host state). But in many cases the transaction is subject to what is called in economics a dynamic inconsistency problem, in which the host state's incentives change once the investment is sunk, and it may want to renege on its promises to the investor. Furthermore, neither side is likely to want any disputes adjudicated in the courts of the other's country. The global investment regime has arisen to help resolve these problems. The regime includes bilateral investment treaties (known as BITs) as well as multilateral agreements that are embedded in broader treaty structures, such as the North American Free Trade Agreement (NAFTA) or the Energy Charter Treaty. This seminar will introduce students to the operation of the investment law regime, with an emphasis on the tensions between home and host states, the impact of the regime on development outcomes, and the relationship between law and arbitration. This class will have a final take-home exam or major paper option. Participation may be considered in final grading.

Autumn - Ginsburg, Thomas

### 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. Participation may be considered in final grading.

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

#### Investment Funds

LAWS 53411 - 01 (3)

This seminar examines the regulatory, economic, and political issues surrounding the use of pooled investment vehicles, particularly hedge funds, private equity funds, mutual funds, exchange-traded funds, and sovereign wealth funds. We will discuss the legal and business considerations that go into the formation of funds,

paying close attention to the negotiations between investment advisers and the investors in their funds. Then we will examine the portfolio investment strategies of different investment funds, such as the use of leveraged buyouts, equity investments, and more sophisticated trading in derivatives. We will develop a familiarity with the Investment Advisers Act and the Investment Company Act, which are the key legal regulations governing these funds, as well as with the most current scholarly debates in this field. A final paper of 20-25 pages is required.

Winter - Birdthistle, William

### Is Our Constitution Undemocratic?

LAWS 50104 - 01 (3)

It is often said that the U.S. Constitution is the oldest democratic constitution in the world. But how democratic is it? This seminar will explore that question both historically and by examining, in some detail, the constitutional design. Topics to be discussed include: the Framing and the legacy of slavery; constitutional war powers and U.S. imperialism; presidential power; Article III and the powers of judicial review; the Senate; the Electoral College and the constitutional organization of voting more broadly; Article V and the difficulties of amending the Constitution. Grades will be based on some combination of class participation, reaction papers and/or a short final research paper.

Winter - Baude, William; Lakier, Genevieve

### 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, including current political and social events globally that have roots in Islamic Law issues. 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. 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. Professor Bajwa currently heads the Middle East regional practice for Kirkland & Ellis and travels regularly to the region. Non-law students who seek to enroll in this class should email Professor Bajwa at: [Kamran.bajwa@kirkland.com](mailto:Kamran.bajwa@kirkland.com). This class requires a 20-25 page paper. Participation may be considered in final grading.  
Autumn - Bajwa, Kamran

#### Jenner & Block Supreme Court and Appellate Clinic LAWS 90219 - 01 (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 Associate 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 - Konsky, Sarah; Strauss, David

#### 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 of 20-25 pages (which can qualify for the substantial writing requirement) for credit in the seminar.

Winter - Wood, Diane

### Judicial Opinions and Judicial Opinion Writing

LAWS 52003 - 01 (3)

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. This class will be co-taught by Judge Gary Feinerman of the United States District Court for the Northern District of Illinois. The class requires a series of reaction papers. Participation may be considered in final grading.

Winter - Feinerman, Gary; Hochman, Robert

### Jurisprudence I: Theories of Law and Adjudication

LAWS 47411 - 01 (3)

An examination of classic jurisprudential questions in and around the theory of adjudication: the theory of how judges actually do decide cases and how they ought to decide them. These questions include: Do legal rules really constrain judicial decision-making? What makes a rule (or norm) a rule of the legal system? Are principles of morality legally binding even when such principles have not been enacted into a law by a legislature? (Relatedly, are there objective principles of morality?) When no legal norm controls a case, how ought judges to decide that case? Can there be right answers to legal disputes, even when informed judges and lawyers disagree about the answer? Are there principles or methods of legal reasoning that constrain judicial decision-making, or is legal reasoning essentially indeterminate, such that a skillful judge can justify more than one outcome for any given dispute? Is judicial decision-making really distinct from political decision-making of the sort legislators engage in? Readings drawn exclusively from major twentieth-century schools of thought - especially American Legal Realism (e.g.,

Karl Llewellyn, Jerome Frank), Natural Law (e.g., Ronald Dworkin, John Finnis), and Legal Positivism (e.g., H.L.A. Hart, Joseph Raz) - supplemented by other pertinent readings (from Leslie Green, Richard Posner, and the instructor, among others). No familiarity with either jurisprudence or philosophy will be presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions. Attendance at the first session is mandatory for those who want to enroll. Take-home essay exam.

Spring - Leiter, Brian

Kirkland & Ellis Corporate Lab Clinic

LAWS 91562 - 01, 02 (3)

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 <http://www.law.uchicago.edu/corporatelab>. (Reduced 2-credit option available with instructor permission.)

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

## Labor Law

LAWS 43101 - 01 (3)

This course covers the law governing labor-management relations in the private sector of the U. S. economy. Subjects that will be addressed include the historical background and coverage of the National Labor Relations Act (NLRA) and the Labor-Management Relations Act (LMRA), the organization of and procedures before the National Labor Relations Board, the rights and protections created by Section 7 of the NLRA, unlawful employer and union interference with such rights and the remedies available for such unlawful conduct, the procedures for the selection of union representation, the collective bargaining process and the obligation to bargain in good faith, the enforcement of collective bargaining agreements, the regulation of strikes and other concerted union activities, the union's duty of fair representation, the preemption of state laws and state law-based claims by the NLRA and the LMRA, and current proposals for legislative change. Enrollment will be limited to 20 students. The student's grade will be based on class participation and a final in-class examination.

Spring - Whitehead, James

## Labor Law in the Gig, Fissured, and Automated Economy

LAWS 53296 - 01 (1)

This course will consider how work relations are regulated-and how they should be regulated-in the increasingly gig, fissured, and automated economy. We will consider who qualifies as an "employee" and an "employer"; what happens to the growing number of workers and firms that fall outside these categories or along their hotly contested boundaries; what new forms of worker organizations are emerging; how law, particularly antitrust law, constrains or facilitates these organizing efforts; and what possible law reforms are warranted in the wake of fissuring and given a future of increased automation. Our focus will primarily be U.S. law but we will also look elsewhere for comparative perspective.

Spring - Andrias, Kate

## Land Use

LAWS 43213 - 01 (3)

Few areas of law have as immediate an impact on our lived environment than the law of land use. This course will provide a broad introduction to the theory, doctrine, and history of land use regulation. Topics will include zoning, homeowners' associations, nuisance, suburban sprawl, eminent domain and regulatory takings. Throughout, we will discuss the ways land use regulation

affects land use patterns, economic efficiency, distributive justice, social relations, and the environment. The grade is based on a final in-class examination.

Spring - Epstein, Richard

#### 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.? What can be done to help the world's poor? 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 wealth, including the role of geography (e.g., location in tropical areas) and technological development (e.g., the impact of plow agriculture). We spend a substantial amount of time on the role of institutions, broadly defined, on development. We will explore the value of democracy, the common law, and state capacity generally. 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. Importantly, we will also consider how the lessons law and economics offers for countries with weak state capacity and limited rule of law differ dramatically from those it offers for countries such as the US. This class requires a major paper of 20-25 pages. Participation may be considered in final grading.

Spring - Malani, Anup

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

LAWS 51302 - 01 (3)

The seminar aims to introduce students to the political science literature on courts understood as political institutions. In examining foundational parts of this literature, the seminar will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the seminar with an awareness of and sensitivity to the political nature of the American legal system. In addition, by critically assessing approaches to the study of the courts, the seminar seeks to highlight intelligent and sound approaches to the study of political institutions. Particular concern will focus on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like. Please watch the 17 minute video in which Professor Rosenberg

explains the aims of the seminar, the topics covered, and the requirements. You can find the video at [https://www.youtube.com/watch?v=B2SNLd\\_wUEQ](https://www.youtube.com/watch?v=B2SNLd_wUEQ)

Autumn - Rosenberg, Gerald

#### Law and Psychology Seminar

LAWS 57505 - 01 (2)

This seminar takes a psychological approach to the study of law.

Spring - Sommers, Roseanna

#### Law and Public Policy: Case Studies in Problem Solving

LAWS 53218 - 01 (2)

This course 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 20-25 page 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](mailto:curtrice@uchicago.edu). This class requires a series of reaction papers of 20-25 pages. Participation may be considered in final grading.

Spring - Sandor, Richard

#### Legal Elements of Accounting

LAWS 43247 - 01 (1)

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

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

Winter - Sylla, John

### Legal Interpretation

LAWS 51602 - 01 (3)

Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: "plain meaning," its cousin textualism; a search for intent ("original," presumed, or imputed); functional analysis; and so on. The seminar asks how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation receive approximately equal emphasis. Enrollment is limited to 20 students. The student's grade is based on a series of short research papers. Successful completion of this seminar qualifies for the fulfillment of the WP graduation requirement. Participation may be considered in final grading.

Winter - Easterbrook, Frank

### 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 take-home 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 20-25 pages in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Attendance is mandatory. Participation may be considered in final grading.

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. Participation may be considered in final grading.

Spring - Peters, Lynda

#### Legislation and Statutory Interpretation LAWS 44201 - 01 (3)

Much legal work today involves the close reading and interpretation of statutes or similar texts. This class considers current theories and problems related to the production and interpretation of statutes. It aims to bolster students' ability to work

with statutes in law school and beyond. At the end of the class, students should have a thorough grasp of the production of statutes by the legislative branch and their use by the courts. The student's grade is based on a final in-class examination. Participation may be considered in final grading.

Autumn - Nou, Jennifer

#### 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. This class requires a major paper of 20-25 pages. Participation may be considered in final grading.

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. Participation may be considered in final grading.

Winter - Masters, Catherine; Clark, James

#### Local Government Law

LAWS 43228 - 01 (3)

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

Spring - Roin, Julie

#### Marketing Strategy

LAWS 43256 - 01 (3)

I use a framework based approach to teach this course. The first half of the class is spent on building a structured approach using customer analysis (assessing how the firm could provide unique benefits to an attractive target market segment); company analysis (assessing strategic fit based on long-term strategy and core capabilities) and competitor analysis (ascertaining how to build sustainable competitive advantage). 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. This class has a final exam and required papers. Participation may be considered in final grading.

Winter - Dhar, Sanjay

### Mergers and Acquisitions

LAWS 53107 - 01 (3)

In this course we will examine a number of 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; and (9) some issues that arise in connection with preliminary agreement.

Autumn - Kamar, Ehud

### 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

**Moot Court Boot Camp**

LAWS 95030 - 01 (1 TO 2)

Moot Court Boot Camp is an opportunity for students to develop skills and gain hands-on experience in appellate oral advocacy and writing. In preparation for this condensed weekend course, students will prepare and submit argument outlines for two different cases. During the weekend course, students will participate in a series of workshops with an opportunity to perform multiple oral arguments before a variety of faculty and practitioners who will provide guidance and feedback. The writing component of the course will include a short, written assignment that we will discuss and revise during class. Through writing assignments and class discussion, students will work on developing essential writing skills such as how to devise strategically framed issue statements, compelling headings, and powerful conclusions. Students will also learn how to maximize the effectiveness of their advocacy by articulating themes in writing that are carried through in their oral argument. This class, which will meet during the weekend of October 26-27, 2019 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. An experience practicing appellate lawyer will assist in facilitating this class. In addition, several practitioners will participate in the class to provide feedback on oral arguments and writing critiques. 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 - Fairley, Sharon

**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 course 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 <http://picker.uchicago.edu/NetIndus/Syllabus.htm>.

Spring - Picker, Randal

### Oil and Gas Law

LAWS 45301 - 01 (3)

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

Winter - Helmholz, Richard

### Originalism and Its Discontents

LAWS 53250 - 01 (1)

Originalism is a major school of constitutional interpretation and an important field of study. Both legal discussions and public debates regularly feature originalist arguments or criticisms of originalism. To engage these arguments, lawyers and citizens must weigh the merits of a diverse set of originalist theories. Prerequisite: any constitutional law course. This short seminar is designed to acquaint you with a number of originalist and nonoriginalist arguments; to enable you to assess their strengths; and to give you an opportunity to sharpen your own views on the topic. This class requires a series of research papers (20-25 pages). Participation may be considered in final grading.

Winter - Sachs, Stephen

### Partnership Taxation

LAWS 44301 - 01 (3)

A study of the Federal income tax treatment of partners and partnership (and entities classified as partnerships), including contributions to and distributions from partnerships, partnership operations, substantial economic effect regulations and special allocations, transfers of partnership interests, taxation of service partners, shifting of liability among partners, special basis adjustments and terminations. Prerequisite: Introductory Income Tax. This class meets at 300 E. Randolph - Baker and McKenzie.

Spring - 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. Participation may be considered in final grading.

Spring - Wilcox, Jason Michael; Cherny, Steven

#### Poverty and Housing Law Clinic

LAWS 91301 - 01 (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

### 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; 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 and participation in mock exercises. The revised class format for 2019-20 will include more mock exercises for students. The student's grade will be based on class participation, including participation in mock exercises, and written work product.

Winter - Fields, Barry

### Privacy

LAWS 43250 - 01 (3)

This course surveys legal efforts to draw boundaries between the public and private spheres. Substantive topics of discussion may include privacy tort law, the constitutional right to information privacy, financial privacy, Internet and consumer privacy; health privacy; FTC privacy regulations; European privacy law; the relationship between privacy and the First Amendment; and the Fourth Amendment and other restrictions on governmental investigations and surveillance. The student's grade is based on an in-class final examination and class participation.

Autumn - Strahilevitz, Lior

### Private Equity Transactions: Issues and Documentation

LAWS 53224 - 01 (2)

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 - Ritchie, Stephen; Fennell, Mark



### 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; Weidner, Brant; Koski, John

### 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. Participation may be considered in final grading.  
Autumn - Jacobson, Martin

#### Prosecution and Defense Clinic

LAWS 91201 - 01 (3 TO 4)

The Prosecution and Defense Clinic is designed to provide students with an opportunity to learn about the criminal justice system through: (1) a 2-quarter seminar taught by a former Assistant United States Attorney and a career criminal defense attorney; 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 will provide students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around federal criminal cases), 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 placement program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Field placements 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. Students must comply with the placement's requirements regarding hours and assignments, which will be considered part of the course grade. In the 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. Students receive up to 7 credits for the course.  
Winter, Spring - Armour, Molly; Noller, Lisa

Psychological Dimensions of Criminal Punishment

LAWS 57506 - 01 (1)

Description not yet available.

Spring – Sood, Avani

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 group 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. It is also an opportunity to think about everyday group decisions in law firms and other settings. 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 Corruption and the Law

LAWS 53208 - 01 (2 TO 3)

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

This class requires a paper of 20-25 pages. Participation may be considered in final grading.

Winter - Hoffman, David

#### Public International Law

LAWS 43230 - 01 (3)

Public international law is the law that governs the relations of nation states. The class will cover the major concepts of international law, including treaties, customary international law, and state sovereignty; and several fields within international law, including human rights, international criminal law, the law of the sea, and the law of war.

Autumn - Posner, Eric

#### 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 (20-25 pages) and class participation.

Winter - Small, Andrew

#### Regulation of Banks and Financial Institutions

LAWS 43253 - 01 (3)

This course will consider the regulation of banks and non-bank financial institutions in the United States. Topics will include: the business of banking; prudential regulation; the lender of last resort and resolution mechanisms; the regulation of securities firms; mutual funds and other asset managers; shadow banking; the regulation of derivatives; and the role and regulation of cryptocurrencies and other emerging financial technologies within the financial system. There are no prerequisites for this course.

Autumn - Robertson, Adriana

#### Regulation of Sexuality

LAWS 43229 - 01 (3)

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

Spring - Case, Mary Anne

## 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.

Spring - Chaiten, Lorie

## Responses of Law and Legal Institutions to the Impacts of Racial Segregation in Chicago

LAWS 53311 - 01 (3)

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 three-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, education 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. Many sessions will feature either a skills-based component, to present how the law operates in reality, or a guest speaker, to convey 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 research paper of 20-25 pages; and 3) class participation.

Winter - Weinstock, Robert; Guruli, Nino; Hermalik, Amy

#### 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. Participation may be considered in final grading.

Spring - Zarfes, David Jeffrey; Avratin, Joshua Evan

#### Same-Sex Sexuality: History, Philosophy, and Law

LAWS 43429 - 01 (3)

This new course examines two important historical periods in Western thought during which same-sex conduct and attraction were extensively debated, both politically and philosophically: ancient Greece and Rome, and Victorian and post-Victorian Britain. We will examine the evidence for ancient Greek and Roman attitudes and practices and the normative arguments of the philosophers, especially Plato and the Greek Stoics. Then we leap forward to Victorian Britain, where a newly honest reading of the Greek evidence provided gay men with a rallying point against Christian laws (female same-sex acts were never illegal in Britain), and philosopher Jeremy Bentham provided eloquent arguments for the decriminalization of same-sex acts (fully published only in 2013). We then pause to study a literature that questions whether sexual orientation is a timeless category or a cultural artifact, and a related debate about alleged biological accounts of same-

sex desire. Then we move on to the Wolfenden Commission Report of 1957 that recommended the decriminalization of same-sex acts in Britain (with the case of Alan Turing as a central example of what troubled the reformers), along with the related legal-philosophical debate between H. L. A. Hart and Lord Devlin debate (and its roots in the earlier debate about liberty between J. S. Mill and Fitzjames Stephen). We then shift to US law, discussing legal developments regarding sodomy laws, same-sex marriage, and the use of nuisance law to regulate sex clubs, including discussion of the legal notion of "privacy" and philosophical debate about its various confusions. We then examine the recent issues surrounding religious accommodation. We pause to study recent philosophical writings in "queer theory" by Michael Warner and David Halperin, as well as their target Andrew Sullivan, and the relevance of these arguments for legal debates. Finally, we turn outward to examine the history of the legal struggle against (Victorian British) sodomy laws in India, successful only in 2018, and current struggles of the gay rights movement in Russia and Kyrgyzstan.

Spring - Nussbaum, Martha

#### Secured Transactions

LAWS 42201 - 01 (3)

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

Winter - Casey, Erin

#### Securities Regulation

LAWS 42401 - 01 (3)

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

Winter, Spring - Henderson, M. Todd



### 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 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 corp and flow-through single-tax S corp, partnership, or LLC 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, fraudulent conveyance law, & other legal doctrines, as well as accounting rules (for 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 sufficient 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. This class has a final take-home exam. Introductory Income Tax is a prerequisite. If someone has not taken Intro. Income Tax, enrollment may be permitted with consent of instructor.

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

#### Technology Policy

LAWS 53287 - 01 (2)

This seminar is discussion based. The two key parts of the seminar are blog posts based on readings (usually three recent books) and student group presentations in weeks 8 and 9. For more, see the syllabus at

<http://picker.uchicago.edu/seminar/Syllabus.htm> Participation may be considered in final grading.

Winter - Picker, Randal

#### The Chicago Journal of International Law

LAWS 94130 - 01 (1, 1, 1)

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

Autumn, Winter, Spring - McAdams, Richard

#### The Civil Rights Movement in the United States, 1865-Present

LAWS 53420 - 01 (3)

This class examines the history of the African American Freedom Struggle in the United States from emancipation to the present. Although the course will move chronologically, our emphasis will be thematic, covering such topics as voting rights and political participation, sex and marriage rights, criminal justice reform, the role of courts, and the relationship between law and social movements. A series of research papers will be required for this class (20-25 pages). Participation may be considered in final grading.

Winter - Dailey, Jane

The Constitutional Rights of Minors from the Minors' Point of View  
LAWS 53382 - 01 (2 TO 3)

(SRP, )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](mailto:ebussdos@uchicago.edu).

Autumn - Buss, Emily

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. This class requires a series of reaction papers. Participation may be considered in final grading.

Winter - Chilton, Adam

The Federal Courts and the Federal System

LAWS 41101 - 01 (3)

This course will consider the role of the federal courts in the U.S. federal system. We will cover, among other things, Congressional control of the jurisdiction of the federal courts; the federal question jurisdiction of the federal courts; issues arising out of the relationship between state and federal courts; and the sources of, and limits on, actions against state and federal governments and their officials. Constitutional Law I is a co-requisite (that is, students must have taken Constitutional Law I or be taking it at the same time as this course). Grades will be based on a take-home final exam.

Winter - Strauss, David

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 Law and Economics of Trump Trade

LAWS 51706 - 01 (3)

This seminar will explore the law and economics of U.S. Trade Policy under the Trump Administration. The seminar will include readings, lectures, and discussions on (1) the economic theory of trade, (2) how recent developments in U.S. trade policy fit into this economic theory, (3) the historical and legal background of current U.S. trade regulation, and (4) the domestic and international legal frameworks that enable and/or constrain recent developments in U.S. trade policy. This class requires a paper of 20-25 pages.

Spring - Jones, Cree

The Law and Psychology of Consumer Contracts

LAWS 57504 - 01 (2)

We are all consumers, and we all sign or click through standardized form agreements, typically without reading, understanding, or negotiating their terms. This seminar will survey the law governing consumer transactions from a variety

of empirical and theoretical perspectives, drawing largely on recent work in behavioral economics, psychology, and public policy. Throughout the seminar we will explore a series of related questions: Do the rules and formal doctrines adequately protect unsophisticated parties or are consumers being failed by contract law? If consumers are being taken advantage of, is there anything the law can do to curb unfair or abusive market behavior? How do consumers perceive the contracts they sign and the rules governing their transactions, and how do the contract and the law affect sellers' and consumers' behavior? This seminar has three main goals: (1) to introduce students to the fascinating world of consumer protection and regulation and to the challenges that these contracts present to traditional contract law theories and doctrines; (2) to expose students to the important role of psychological and behavioral insights in legal scholarship and practice; and (3) to give students a taste of empirical research methods, including experiments and observational studies. This class requires a series of reaction papers.

Spring - Furth-Matzkin, Meirav

#### The Law, Politics, and Policy of Policing

LAWS 53363 - 01 (2 TO 3)

In the wake of several highly publicized incidents of police brutality, the American public is engaged in substantive debate over modern policing strategies and tactics and how best to achieve public safety while respecting the rights and dignity of all citizens. This course will provide an overview of the public safety challenges facing large, urban police organizations. With the legal framework as a foundation, students will discuss the policy and political considerations relevant to key policing strategies. Starting with readings that provide the historical perspective on policing, each week will focus on a distinct policing strategy or policy challenge, including topics such as crisis intervention, national security, and gun violence. Some classes may include invited guest speakers. Students may qualify for an additional credit hour by writing a substantial paper.

Autumn - Fairley, Sharon

#### 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](http://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](http://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.

Autumn - Roin, Julie

#### 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 "proportization" of trademark law, First Amendment defenses, and the role of the right of publicity. Grades are based on a final in-class examination. Participation may be considered in final grading.

Winter - Ben-Shahar, Omri

#### Transactional Skills

LAWS 54274 - 01 (3)

This seminar is intended for students who want to become transactional lawyers. We will explore the broad role of a transactional lawyer and cover a series of discrete topics to hone more advanced skills to help clients achieve their transactional goals. Issues covered may include: close reading, issue spotting and problem solving 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; drafting of more complex provisions and relevant business implementation considerations; and analysis of more complex risk allocation provisions. 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, a series of weekly written homework assignments and in-class exercises, and a final reaction paper.

Spring - Neal, Joan

#### 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 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 in-class examination will be "open laptop" (open book but no internet). Participation may be considered in final grading.

Winter - Gallanis Jr, Thomas

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

LAWS 50311 - 01 (3)

This seminar will provide an in-depth look at the U.S. Supreme Court, with particular emphasis on the skills required to practice successfully in that forum. Students will not only discuss the Court as an institution, but they will also hone skills needed to navigate the certiorari process and to brief and argue before the Court. In addition to class participation, students will be graded on a legal brief (generally 15-25 pages in length) and on their performance in a moot court.

Autumn - Scodro, Michael; Konsky, Sarah

#### 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 in-class examination.

Winter - Roin, Julie

### Voting Rights from Reconstruction to the Roberts Court

LAWS 53412 - 01 (3)

This course examines the intersection of race and voting rights. From debates about voter ID laws to legal battles over redistricting, race and voting rights are inextricably intertwined in our society. This course analyzes the development of voting rights over U.S. history, starting with the passage of the Fourteenth and Fifteenth Amendments during Reconstruction. Other topics include the Voting Rights Act of 1965, the constitutionality of race-conscious redistricting, and the legal significance of racially polarized voting. Students will leave the course with an understanding of the major issues in voting rights today. Students will be graded based on a research paper (20-25 pages) as well as the quality of their preparation and participation in the seminar. There will not be a final examination. Prerequisites: Constitutional Law is recommended but not required.

Spring - Crum, Travis

### 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 at the end.

Autumn - Flores, Claudia

### 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. Participation may be considered in final grading.  
Autumn, Winter, Spring - Hubbard, William; Fennell, Lee

#### Workshop: Law and Philosophy

LAWS 61512 - 1 (1, 1, 1)

The theme for 2019-20 is "Migration and Citizenship." Confirmed speakeres as of 1/19 include David Miller, Joseph Carens, Ayelet Shachar, Adam Hosein, Adam Cox, Aziz Huq, and Seyla Benhabib, who will also be the Dewey Lecturer on January 15. This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. Students must enroll for all three quarters to receive credit. Students are admitted by permission of the two instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e mail by September 20. Ph.D. students in Philosophy and Political Theory and law students do not need permission.

Autumn, Winter, Spring – Nussbaum ,Martha; Guillery, Daniel

#### 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 LLMs. 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. Credits for this Workshop: Autumn quarter: 3 Winter quarter: 1 Spring quarter 2  
Autumn - Bernstein, Lisa

Workshop: Public Law and Legal Theory  
LAWS 63402 - 01 (0 TO 1)

Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. 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 during any quarter throughout the year that would overlap with the Workshop. A series of reaction papers will be required.

Autumn, Winter, Spring - Masur, Jonathan; Baude, William; Chilton, Adam; Doerfler, Ryan; Ginsburg, Thomas

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. Participation may be considered in final grading. Students have the option of writing a major paper (20-25 pages) for SRP credit

Winter, Spring - Case, Mary Anne

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; Vanderlin, Scott



## FACILITIES

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### THE LAW SCHOOL

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

The Quadrangle surrounds an outdoor plaza and 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 among 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. 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, and Wolters Kluwer Cheetah, among

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



# STUDENT SERVICES

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## STUDENT LIFE

### STUDENT ACTIVITIES AND ORGANIZATIONS

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

**The University of Chicago Law Review**, founded in 1933, 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; Law and Urban Institutions Ten Years After *The Wire*; and Law in the Era of #MeToo. 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 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 themselves the path of greatest religious integrity.

The Spiritual Life Office ([spirit.uchicago.edu](http://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. Rev. Dr. Maurice Charles, 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](http://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 2,000 term-time, summer, and permanent jobs are posted annually through our web-based job postings service. In addition to these job search services, the Office of Career Services coordinates the judicial clerkship application process and 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 2018 found employment within the tracking period. Of those employed, almost 61 percent entered private practice, 27.7 percent obtained judicial clerkships, 4 percent entered business, and 7.5 percent obtained positions in public service and government. During the summer of 2018, 98.5 percent of the Class of 2019 were employed and three were engaged in Ph.D. coursework. The majority of these opportunities were in the private sector and approximately 18 percent of these positions were with government agencies and public interest organizations. 100 percent of the Class of 2020 obtained employment for the summer of 2018. Almost 38 percent of this class worked for government agencies or public interest organizations, approximately 22 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, almost 28 percent of this class worked in the private sector at a law firm or business, and more than 12 percent accepted judicial internships.

Each year, more than 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, Defenders, 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 public interest speakers, 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. Each year, many public service employers come to our campus to recruit. 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 Exoneration 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 Poverty and Housing Law Clinic, and the Prosecution and Defense 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 a number of 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](http://rp.uchicago.edu)).

### MEAL SERVICE

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

campus. Further information and meal plans can be obtained through UChicago Dining, 773.702.1600, or at <https://dining.uchicago.edu/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/](http://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/student-insurance/u-ship/>.

### 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. Students are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc. Students may contact the Student Health Service at 773.702.4156 or visit <https://wellness.uchicago.edu/medical-services/immunizations/>.

## UNIVERSITY POLICIES

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

- Civil Behavior in a University Setting
- Nondiscrimination Statement
- Policy on Harassment, Discrimination, and Sexual Misconduct
- Hazing Policy
- Protest and Demonstrations 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

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### FEES

**Application Fee.** An application fee of \$85 must accompany each original application for admission to the Law School. No part of the fee is refundable, nor is it applicable as an advance payment of other fees.

**Tuition.** Tuition in the Law School for 2019-2020 is \$66,651 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 graduate student services 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 \$30,684 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](http://financialaid.uchicago.edu/graduate).

## LL.M. STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$94,671 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 \$20,000 for living expenses during their two years of required residence. The fellowship also covers the student's health insurance during those two years.



# INFORMATION FOR APPLICANTS TO THE JD PROGRAM

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## PREPARATION FOR THE STUDY OF LAW

Each entering class includes a diverse range of undergraduate majors, and we do not prefer certain majors over others. 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. 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 is available on LSAC’s website ([www.lsac.org](http://www.lsac.org)) and includes information about most U.S. law schools. Applicants can also access the Standard 509 disclosure data and employment data collected by the American Bar Association for each U.S. law school on the ABA’s website ([www.americanbar.org](http://www.americanbar.org)).

## APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

**Completing the Application.** Applicants must submit their applications electronically through the LSAC Electronic Application, available at [www.lsac.org](http://www.lsac.org). The application fee is \$85 and must be paid electronically by credit card when applicants submit their application through LSAC. Applicants can submit applications 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. Applicants to 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. Early Decision Applicants 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 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, 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. Early Decision applicants and applicants to the Chicago Law Scholars Program must take the LSAT no later than the October administration.

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

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

**The Credential Assembly Service.** All applicants are required to register with LSAC's Credential Assembly Service ("CAS") for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at 215.968.1001 or [www.lsac.org](http://www.lsac.org). For more information and guidance on the required application materials, please visit [www.law.uchicago.edu/jdapply](http://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](http://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](http://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](mailto:admissions@law.uchicago.edu) with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

## TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School for their second and third years of law school. 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](http://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

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## INFORMATION ABOUT THE STUDENT BODY, 2018-2019

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### DEGREES CONFERRED BETWEEN SUMMER 2018 to SPRING 2019

### FOR THE DEGREE OF MASTER OF LAWS

Yuki Ajika	Greta Marie Koerner
Olajoke Oyinkansola Akinola	Dohyung Kwon
Marwan Ahmad Al Bawardi	Keren Lahad Rachmani
Charley Marie Bailliard	Mengyin Lai
Pablo Benjumea Gutiérrez	Paresh Bihari Lal
Andrea Del Carmen Cadenas	Mieke Johanna Stephanie Lavreysen
Cachay	Taiyoon Lee
Yueming Chen	Wonchan Lee
Chalawaree Chusap	Dorothea Anna Elisabeth Lehmann
Andrew Peter Colgan	Yixiao Li
Jaime Coutts Silva	Camila Spadoni Mahfuz
Juan Carlos Darquea Suárez	Mark Peter Mancini
Livia Cristina Lavandeira Gândara	Henrique Tetsuaki Matsura Misawa
De Carvalho	Ludovic Meeus
Marie De Roeck	Tomas Mersan Riera
Hanne Marie R. Delbare	Martin Michaus-Fernandez
Leandro Gouveia Felix	Camila Misciasci Derisio
Andrés Ferrer Soto	Toshiaki Mizunuma
Magdalini Goulakou	Anish Alok Mohanty
Makiko Harada	Eduarda Nascimento Tavares
Takumi Hasegawa	Natalia Niedmann Alvarez
Raphael Yukio Hayakawa da Costa	Supakan Nimmanterdwong
Jiru He	Mariam Noor
Masaaki Hirota	Isidora Parga
Stephanie Sung A Hong	Jose Paulo Pimentel Duarte
Sung Yun Kang	Sourabh Rath
Hasmik Khachatryan	Bregt Raus
Lorena Kiehnle Barocio	Giancarlo Eduardo Reanda



Andreas Rief  
 David Alejandro Rivera Castro  
 William H. Rizzi Cavalcante Sá  
 Jorge Luis Rodas Garcia  
 Mariko Terada  
 Ahmed Terzic  
 Kasper Theunissen  
 Thomas Thies  
 Erico Lopes Tonussi  
 Miguel Andres Torres Caro  
 Igor de Souza Tostes  
 Shin-Ying Tsai  
 Rogério Lauria Marçal Tucci  
 Marie Ingrid Umbach

Daniela Urquiza Travi  
 Evelien Van Espen  
 Jose Pedro Vargas Peña Adamek  
 Luiz Felipe Fleury Vaz Guimaraes  
 Thomas Michel Verheyden  
 Marianna Vieira Barbosa Morselli  
 Muriel Waksman  
 Shengnan Wang  
 Shih-An Wang  
 Wenhui Wang  
 Hui Wu  
 Fengqi Xu  
 Qikun Xu  
 Daphne Yovanof

## FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Galen Samuel Harrison

Tobias Scheunchen

## FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Asher Asif Qazi

Marco Segatti

## FOR THE DEGREE OF DOCTOR OF LAW

Courtney Elizabeth Albini  
 Sari Adar Amiel\*  
 Andrea Ray Andrada  
 Devynne Marisa Andrews\*\*†‡  
 Darrius Kareem Atkins  
 Evan J. Austin\*  
 Ethan Koster Back\*  
 Marcela Barba§  
 Marcus Stribling Bauer

Whittney Barth  
 Joseph Michael Bayerl\*\*†‡  
 Kyndle R. Bennett  
 Kyle Bessette§  
 Amardeep S. Bhatti§  
 Courtney Samantha Block  
 Brian Rivas Boessenecker\*\*†‡  
 Katherine Rae Booth§  
 Julia Taylor Bradley

Katherine Elinor Bruce*	Samuel Gene Fuller*
Gregory Edward Buchak***†‡	Mariah Esperanza Garcia
Kendall Layton Burns	Tomas Martin Garcia
Ernest E. Butner IV	Leah Marie Garner
John David Butterfield*	Olga Gidalevitz
Wondha Cadet§	Alan K. Gill
Kevin Thomas Carlson*	Travis Mitchell Glock
Cody Leigh Carroll	Peter J. Goetschel*
Jane M. Chapman	Lucia Goin*
Brandon Kar Yen Cheung*	Jordan Graham Golds**‡
Nicole M. Chimienti	Briana Therese Goncalves
Mihai F. Chitulescu	Susannah Lee Griffee
Audrey Yongju Cho*	Jason N. Grover
Eunice Jean Cho	Shreya Gupta
Eleni Evelyn Christou	Madeline Elise Hall*
Keri Samantha Coble	Benjamin R. Harris*
Megan Sarah Coggeshall*	Laurel Ann Hattix
Benjamin Eli Cohen	Graham Benjamin Haviland***†‡
Michael J. Conway*	Elizabeth Haynes
Elizabeth Jean Macgregor Cooper	Steven H. Hazel***†‡
Leonard E. Cortelli III	Ryan Christopher Hedrick
Brian J. Crush II*	Morgan Louise Herrell
Elizabeth C. Daviess*	Jennie L. Hersh
Jasmine Kayla Dela Luna	Alyssa M. Howard
Michaela Satomi Dion*	Ryan Tavel Hudson*
Emily Sarah Dupree	Christopher M. Hurley*
Andrew J. Durand	Gamal G. Hyppolite
Jonathan Abraham Dussik*	Taylor Alexander Imperiale
Blake J. Eaton**†‡	Lauren Ashley Jennings
Amir El-Sayed El-Aswad	Jing Jin*
John Caldwell Elkins	Cameron Michael Johst
Parker Clayton Eudy	Justyna Weronika Jozwik
Lee Matthew Farnsworth**†‡§	Emmaline S. Jurgena
Abdulyekinni A. Fasinro	Micah K.M. Kamoe§
Barry A. Frett*	Myungkoo Kang

Chelsea Elizabeth Kendall*	Joseph Allen Nunn
Kevin Joseph Kennedy**†‡	Mary Sinead O'Brien
Karl Stuart Kingma	Timothy William Odzer
Sarah Jessica Kinter**	Valentina Marie Oliver*
Sarah Masako Kirk	Oluwafunmilayo Osinubi§
Benjamin Stanley Kloss*	Ngozi Krystal Osuji*
Katerina Anastasia Kokkas*	Lucas Scott Oxenford
Kevin T. Kroyer*	Dimitris S. Papaconstantinou*
Rachel Marie Kubasak	Jayson Alan Parsons*
Gabriel James Lazarus*	Alisha V. Patel
Jamie J. Lee*	Walter George Pelton
Katherine Park Lee	Erasmus A. Perez
Sylvia Leszanczuk	Eric Edward Petry*
Kristin Levin	Braxton Scott Pitts
Mitchell Sidney Levy**†‡	Danielle M. Pocock
Siqing Li*	Alexander Armando Porro
Victor Isaac Lin	Austin John Porter
Ethan Paul Lindauer§	Jonathan M. Ragsdale
Jamie Byrne Luguri**†‡	Winston Lewis Randolph
Nicholas Z. Lytle	Maria Alexandrovna Rechetnikova
Xinping Ma	Angel Edelberto Reyes
Erica Mail	Zachary T. Reynolds*
David H. Marenberg	Anthony James Ricci
Erica Nicole Maricich	Taylor Malia Richards§
Johnathan Carrigan McCutcheon	Jillian Marianthe Rogowski
Brittany Nicole McKinley	Alexander J. Romano
Steven Fuller Mikel*	Jeremy Doron Rozansky**
Angella Wrandie Molvig	Kimberly A. Rubin**†‡§
Angelina Nicole Moore	Sarah Elizabeth Ryan
John Whitney McVay Morley*	Caroline Louise Sabatier
Chelsea M. Muñoz-Patchen	Andrew A. Sabintsev
Robert Peter Mutttilainen*	Christopher M. Salvatore
Puja Olivia Narain*	Max Andrew Samels**†‡
Elizabeth Mariko Nielson	David James Sandefer*

Jennifer Rachel Saperstein  
 Anthony Robert Sarna  
 Yosef Gabriel Schaffel\*§  
 Sarah Christine Schenker  
 Benjamin H. Segal\*  
 Laura Julia Shapiro  
 Elizabeth Wrenn Sharkey\*\*†‡  
 Naama Shemesh  
 Shane Rogers Simms  
 Mariah Lynn Slocum  
 Christopher Theophillus Smith  
 Andrew J. Spadafora  
 Stephen Spector\*  
 Rahul Pothur Srinivas\*  
 Elizabeth Anne Strichartz  
 Emily E. Sullivan\*  
 Hongru Sun  
 Samuel Andrew Taxy\*\*†‡  
 Tarra Young Theisen  
 Derek Anthony Tisler\*  
 Stephen John Tomasulo  
 Kyle N. Trevett  
 Kimon K. Triantafyllou  
 Peter Andrew Trombly\*\*†‡  
 Richard Stephen Tsay  
 Aaron Michael Tucek  
 Grace Tuyiringire  
 Nicholas Vera  
 Megan Renee Volin

Andrew Kaleb Waks\*\*†‡  
 Christopher Matthew Walling\*\*†‡  
 André J. Washington§  
 Kimberly Dawn Waters  
 Sarah Elizabeth Welch\*\*†‡  
 Eric Harris Wessan\*  
 Michael Kevin Wheat  
 Jonathan Thomas Whitcomb  
 Simon Albert Wiener  
 Vivian Celeste Jiayun Williams  
 Christian Nathaniel Wyse\*\*†‡  
 Brent Easton Yarnell  
 Kelly Hope Yin  
 Surur Fatema Yonce§  
 Michael Adam Zarian\*\*†‡  
 Junqi Zhang

*	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 2018-2019

Albert-Ludwigs-Universität Freiburg	1	China University of Political Science and Law	4
All-Russian Institute of Finance and Economics	1	College of William & Mary	1
American University	1	The College of Wooster	1
American University of Armenia	1	Columbia University	10
Amherst College	7	Cornell University	14
Arizona State University	9	Dartmouth College	6
Auburn University	4	Davidson College	1
Barnard College - Columbia University	2	Denison University	1
Bates	1	DePaul University	1
Bellarmino University	1	Drake University	3
Belmont University	1	Drexel University	1
Bentley University	1	Duke University	16
Bible Institute of Los Angeles	1	Durham University	1
Binghamton University	1	East China University of Political Science and Law	1
Birmingham-Southern College	1	East Tennessee State University	1
Boston College	4	Eastman School of Music	1
Boston University	3	Elmhurst College	1
Brigham Young University	13	Emory University	5
Brigham Young University- Hawaii	1	Escola de Direito do Rio de Janeiro da Fundação Getulio Vargas	2
Brigham Young University- Idaho	1	Escola de Direito de São Paulo da Fundação Getúlio Vargas	3
Brown University	8	FGV Direito São Paulo	1
California Polytechnic State University	2	Flagler College	1
Carleton College	1	Florida State University	8
Cedarville University	1	Fordham University	1
Central Michigan University	1	Freie Universität Berlin	1
		Fudan University	1
		George Washington University	6

Georgetown University	16	Loyola University New Orleans	1
Georgia State University	1	Marquette University	3
Grinnell College	1	Massachusetts Institute of	
Grove City College	1	Technology	1
Hamilton College	1	McGill University	1
Hampshire College	1	Mercyhurst University	1
Harvard University	12	Miami University	1
The Hebrew University		Michigan State University	5
of Jerusalem	2	Middlebury College	2
Hope College	1	Milwaukee School of Engineering	1
Howard University	2	Missouri State University	1
Humboldt University of Berlin	1	Monash University	1
Indiana University-Bloomington	3	Morehouse College	1
Instituto de Ensino e Pesquisa	4	Mount Holyoke College	1
Instituto Tecnológico Autónomo		National and Kapodistrian	
de México	2	University of Athens	3
The Interdisciplinary Center		National Chiao Tung University	1
Herzliya	1	National Law Institute	
Iowa State University	1	University, Bhopal	1
Johannes Gutenberg Universität		National Law School of India	
Mainz	1	University, Bangalore	1
Johns Hopkins University	3	National Law University, Jodhpur	1
Katholieke Universiteit Leuven	1	National Taiwan University	1
Keio University, Waseda		New York University	6
University	1	Northern Arizona University	1
Kenyon College	3	Northern Illinois University	1
KU Leuven	1	Northwestern University	13
Lahore University of Management		Ohio State University	3
Sciences	2	Ohio University	2
Laurentian University	1	Osaka University	1
Lewis & Clark College	1	Pacific Lutheran University	1
London School of Economics and		Peking University	8
Political Science	1	Pennsylvania State University	3
Loyola Marymount University	1	Pennsylvania State University-	
Loyola University Chicago	4	University Park	1

Pepperdine University	4	Soochow University	1
Pomona College	1	Southern Methodist University	1
Pontificia Universidad Católica de Chile	1	Spelman College	2
Pontificia Universidad Católica del Perú	1	St. John's College	1
Pontificia Universidad Javeriana		St. Olaf College	1
Phoenix Institute at the University of Notre Dame du Lac	1	Stanford University	5
Pontificia Universidade Católica de São Paulo	2	State University of New York at Geneseo	1
Portland State University	1	Swarthmore College	2
Princeton University	11	Tel Aviv University	3
Providence College	1	Texas A&M University	1
Purdue University	4	Texas Christian University	3
Radboud Universiteit	1	Thammasat University	1
Rajiv Gandhi National University of Law	1	Thomas Aquinas College	1
The Recanati Business School	1	Truman State University	1
Reed College	1	Tsinghua University	2
Rhodes College	1	Tufts University	7
Rice University	8	Tulane University	1
Ripon College	1	Union College	1
Rutgers University	3	United States Military Academy	1
Saint Mary's College	1	Universidad Catolica Andres Bello	1
San Diego State University	1	Universidad Católica de Asunción	1
Santa Clara University	2	Universidad de Buenos Aires	2
Sciences Po Law School	1	Universidad de Chile	1
Scripps College	2	Universidad de Lima	1
Seattle Pacific University	1	Universidad EAFIT, Universidad Externado de Colombia	1
Seattle University	2	Universidad Francisco Marroquín	1
Seoul National University	4	Universidad Iberoamericana	1
Sichuan University	1	Universidad Nacional de Asunción	1
Skidmore College	1	Universidad Nacional de La Plata, Facultad de Ciencias Jurídicas y Sociales	1
		Universidad Panamericana	1

Universidad San Francisco de Quito	1	University of Haifa	1
Universidade de São Paulo	9	University of Illinois at Chicago	2
Universidade de São Paulo	1	University of Illinois at Urbana-Champaign	7
Universidade Federal Fluminense		University of Kansas	2
Fundação Getúlio Vargas	1	University of Kentucky	1
Universität des Saarlandes	1	University of Mannheim	1
Université Catholique de Louvain	2	University of Maryland	2
Université Française en Arménie	1	University of Miami	8
Université Saint-Louis Bruxelles	1	University of Michigan	7
Universiteit Antwerpen	1	University of Minnesota	2
Universiteit Gent	3	University of Minnesota Duluth	1
University of Alabama	1	University of Minnesota-Twin Cities	2
University of Arizona	4	University of Missouri	1
University of Auckland	1	University of Missouri-Colombia	1
University of California-Berkeley	17	University of Montana	1
University of California-Davis	1	University of Nebraska- Lincoln	5
University of California-Irvine	4	University of Nevada, Las Vegas	2
University of California-Los Angeles	20	The University of New Brunswick	1
University of California-San Diego	1	University of New Mexico	2
University of California-Santa Barbara	3	University of North Carolina	1
University of Central Florida	1	University of North Carolina-Chapel Hill	1
University of Chicago	42	University of Notre Dame	6
University of Cincinnati	1	University of Oklahoma	2
University of Colorado-Boulder	1	University of Oregon	2
University of Colorado-Colorado Springs	1	University of Pavia	1
University of Connecticut	2	University of Pennsylvania	17
University of Dayton	1	University of Pittsburgh	3
University of Delaware	1	University of Redlands	1
University of Florida	13	University of Rhode Island	1
University of Georgia	1	University of San Francisco	1
		University of South Carolina	2
		University of Southern California	6



University of St. Andrews	1	Wartburg College	1
University of St. Francis	1	Washington University	7
University of Texas at Austin	3	Wellesley College	1
University of Texas at Dallas	1	Wesleyan University	2
University of Texas at San Antonio	1	Westminster College- Utah	1
University of the Witwatersrand	1	West Virginia University-	
University of Tokyo	1	Morgantown	1
University of Toledo	1	Western Kentucky University	1
University of Utah	1	Wheaton College	1
University of Virginia	4	Whitman College	2
University of Washington	4	Whitworth University	1
University of Wisconsin- Madison	10	Williams College	2
Utah State University	1	Wuhan University	1
Vanderbilt University	9	Yale University	

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY  
DURING 2018-2019

I. STATES

Alabama	5	Indiana	11
Alaska	1	Iowa	5
Arizona	13	Kansas	2
California	94	Kentucky	5
Colorado	13	Louisiana	2
Connecticut	14	Maine	2
DC	2	Maryland	13
Delaware	1	Massachussetts	23
Florida	37	Michigan	15
Georgia	10	Minnesota	17
Hawaii	6	Mississippi	2
Idaho	6	Missouri	13
Illinois	68	Montana	2

All information as of 9/1/19; For updated information visit [www.law.uchicago.edu](http://www.law.uchicago.edu).

Nebraska	4	South Carolina	3
Nevada	6	South Dakota	2
New Hampshire	3	Tennessee	10
New Jersey	11	Texas	31
New Mexico	4	Utah	4
New York	31	Virginia	8
North Carolina	3	Washington	13
Ohio	18	West Virginia	2
Oregon	9	Wisconsin	11
Pennsylvania	16	Wyoming	1
Rhode Island	1		

## II. COUNTRIES

Argentina	2	Japan	7
Armenia	1	Mexico	3
Australia	1	Netherlands	1
Belgium	8	New Zealand	1
Brazil	18	Nigeria	3
Canada	3	Pakistan	2
Chile	2	Panama	1
China	18	Paraguay	2
Colombia	2	Peru	2
Ecuador	1	Russia	1
France	2	South Africa	1
Germany	6	South Korea	10
Greece	4	Taiwan	2
Guatemala	1	Thailand	2
India	6	Venezuela	3
Israel	5		
Italy	1		



## FACULTY PUBLICATIONS 2018-2019

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ATINUKE ADEDIRAN

*Earl B. Dickerson Fellow*

**Book**

*Metrics, Diversity and the Law: Papers and Proceedings of a Conference of the Research Group on Legal Diversity*, online volume (American Bar Foundation, 2018) (edited with Robert L. Nelson).

ALBERT ALSCHULER

*Julius Kreeger Professor Emeritus of Law and Criminology*

**Other Publications**

"Brett Kavanaugh, the Man who Created the Super PAC," *Washington Post*, August 21, 2018.

"Part-time Aldermen Are No Bargain for Chicago Taxpayers," *Chicago Tribune*, January 10, 2019.

DOUGLAS G. BAIRD

*Harry A. Bigelow Distinguished Service Professor of Law*

**Book**

*Contracts, Cases and Comments* (11<sup>th</sup> ed.) (Foundation Press, 2019) (edited with John P. Dawson, William Burnett Harvey & Stanley D. Henderson).

**Journal Articles & Book Sections**

"The Bankruptcy Partition," 166 *University of Pennsylvania Law Review* 1675 (2018) (with Anthony Casey & Randal C. Picker).

"Money and Art in Edward Bellamy's Looking Backward," in *Power, Prose, and Purse: Law, Literature, and Economic Transformations*, Alison LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019).

"Unlikely Resurrection: Richard Posner, Promissory Estoppel, and the Death of Contract," 86 *University of Chicago Law Review* 1037 (2019).

WILLIAM BAUDE

*Professor of Law, Aaron Director Research Scholar*

**Journal Articles & Book Sections**

"Arguing with Friends," 117 *Michigan Law Review* 319 (2018) (with Ryan D. Doerfler).

"Compelled Subsidies and the First Amendment," 132 *Harvard Law Review* 171 (2018) (with Eugene Volokh).

"Constitutional Liquidation," 71 *Stanford Law Review* 1 (2019).

"The Court, or The Constitution?" in *Moral Puzzles and Legal Perplexities: Essays on the Influence of Larry Alexander*, Heidi Hurd, ed. (Cambridge University Press, 2018).

"Grounding Originalism," 113 *Northwestern University Law Review* 1455 (2019) (with Stephen E. Sachs).

**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 Sections**

"The American Law Institute's Restatement of Consumer Contracts: Reporters' Introduction," 15 *European Review of Contract Law* 91 (2019) (with Oren Bar-Gill & Florencia Marotta-Wurgler).

"Personalizing Mandatory Rules in Contract Law," 86 *University of Chicago Law Review* 255 (2019) (with Ariel Porat).

"The Restoration Remedy in Private Law," 119 *Columbia Law Review* 1901 (2018) (with Ariel Porat).

**Other Publications**

*Forbes* (regular contributor).

*Restatement of the Law, Consumer Contracts*, Reporter (Tentative Draft, American Law Institute, April 18, 2019) (with Oren Bar-Gill and Florencia Marrota-Wurgler).

LISA BERNSTEIN

*Wilson-Dickinson Professor of Law*

**Journal Articles & Book Sections**

"Contract Governance in Small-World Networks: The Case of the Maghribi Traders," 113 *Northwestern University Law Review* 1009 (2019).

EMILY BUSS

*Mark and Barbara Fried Professor of Law*

**Other Publications**

*Restatement of the Law, Children and the Law*, Associate Reporter (Tentative Draft No. 2, March 20, 2019).

MARY ANNE CASE

*Arnold I. Shure Professor of Law*

**Journal Articles & Book Sections**

"El rol de los Papas en la invención de la complementariedad y la anatematización del género desde el Vaticano," in *¡Habemus Género! La Iglesia Católica e ideología de género: Textos seleccionados*, Sara Bracke & David Paternotte, eds. (Sexuality Policy Watch, 2018) (Spanish translation of selected texts from the 2016 special issue of *Religion & Gender* on "Habemus Gender! The Catholic Church and 'Gender Ideology'" including Mary Anne Case, "The Role of the Popes in the Invention of Complementarity and the Vatican's Anathematization of Gender").

"Scalia as Procrustes for the Majority, Scalia as Cassandra in Dissent," in *Justice Scalia: Rhetoric and the Rule of Law*, Brian Slocum & Francis Mootz, eds. (University of Chicago Press, 2019).

"Trans Formations in the Vatican's War on 'Gender Ideology'," 44 *Signs: Journal of Women in Culture and Society* 639 (2019).

ANTHONY CASEY

*Professor of Law*

**Journal Articles & Book Sections**

"The Bankruptcy Partition," 166 *University of Pennsylvania Law Review* 1675 (2018) (with Douglas G. Baird & Randal C. Picker).

"A Framework for the New Personalization of Law," 86 *University of Chicago Law Review* 333 (2019) (with Anthony Niblett).

## ADAM S. CHILTON

*Assistant Professor of Law, Walter Mander Research Scholar*

### Journal Articles & Book Sections

"Competition Law Around the World from 1889 to 2010: The Competition Law Index," 14 *Journal of Competition Law and Economics* 393 (2018) (with Anu Bradford).

"Competition Law Gone Global: Introducing the Comparative Competition Law and Enforcement Datasets," 16 *Journal of Empirical Legal Studies* 411 (2019) (with Anu Bradford, Christopher Megaw & Nathaniel Sokol).

"Country-Specific Investments and the Rights of Non-Citizens," 57 *Virginia Journal of International Law* 575 (2018) (with Eric Posner).

"Legal Rasputins? Law Clerk Influence on Voting at the U.S. Supreme Court," 35 *Journal of Law, Economics and Organization* 1 (2019) (with Adam Bonica, Kyle Rozema, Jacob Goldin & Maya Sen).

"Optimal Design of Guest Worker Programs: An Introduction," 47 *Journal of Legal Studies* 1 (2018) (with Tom Ginsburg & Eric Posner).

"Trade Openness and Antitrust Law," 62 *Journal of Law and Economics* 29 (2019) (with Anu Bradford).

"Treaties and Human Rights: The Role of Long-Term Trends," 81 *Law & Contemporary Problems* 1 (2018) (with Eric Posner).

"Why Countries Sign Bilateral Labor Agreements," 47 *Journal of Legal Studies* 45 (2018) (with Eric Posner).

## TRAVIS CRUM

*Harry A. Bigelow Teaching Fellow, Lecturer in Law*

### Other Publications

"The House Should Pass an Effects-Test Bail-in Provision," *Election Law Blog*, November 15, 2018.

"A Lone Star Bail-In?" *Take Care*, February 14, 2019.

"The Prospect of Bailing-in Texas: The Constitutional Argument for Bail-in," *Election Law Blog*, September 16, 2018.

"The Prospect of Bailing-in Texas: Initial Thoughts," *Election Law Blog*, September 13, 2018.

"The Prospect of Bailing-in Texas: Recent Bail-in Litigation," *Election Law Blog*, September 14, 2018.

"The Prospect of Bailing-in Texas: The Statutory Argument for Bail-in," *Election Law Blog*, September 15, 2018.

"The Prospect of Bailing-in Texas: Strategic Considerations," *Election Law Blog*, September 17, 2018.

"Raising Red Flags About Shelby County," *Take Care*, October 15, 2018.

"Rucho and Section 2 of the Voting Rights Act," *Take Care*, June 27, 2019.

"The Voting Rights Advancement Act of 2019," *Take Care*, March 1, 2019.

## DHAMMIKA DHARMAPALA

*Julius Kreeger Professor of Law*

### **Journal Articles & Book Sections**

"The Consequences of the Tax Cut and Jobs Act's International Provisions: Lessons from Existing Research," 71 *National Tax Journal* 707 (2018).

"The Future of the Company Tax," 34 *British Academy Review* 20 (2018) (with Mihir Desai).

"The Impact of Mandated Corporate Social Responsibility: Evidence from India's Companies Act of 2013," 56 *International Review of Law and Economics* 92 (2018) (with Vikramaditya Khanna).

"Profit Shifting in a Globalized World," 109 *American Economic Association Papers & Proceedings* 488 (2019).

"Revisiting the Uneasy Case for Corporate Taxation in an Uneasy World," 6 *Journal of the British Academy* 247 (2018) (with Mihir Desai).

"Stock Market Reactions to India's 2016 Demonetization," 16 *Journal of Empirical Legal Studies* 281 (2019) (with Vikramaditya Khanna).

"Tax Sparing Agreements, Territorial Tax Reforms, and Foreign Direct Investment," 169 *Journal of Public Economics* 89 (2019) (with Céline Azémar).

## RICHARD A. EPSTEIN

*James Parker Hall Distinguished Service Professor Emeritus of Law, Senior Lecturer*

### Journal Articles & Book Sections

"American Minimalism: Why No Robust Account of National Identity Is Possible—or Desirable," *Our American Story: The Search for a Shared National Narrative*, Joshua A. Claybourn, ed. (University of Nebraska, 2019).

"The Dangerous Allure of Libertarian Paternalism," 5 *Review of Behavioral Economics* 389 (2018).

"Introduction: Behavioral Economics and New Paternalism," 5 *Review of Behavioral Economics* 197 (2018) (with Mario Rizzo).

"The Many Sins of NEPA," 6 *Texas A&M Law Review* 1 (2019).

"Meeting the Fundamental Objections to Classical Liberalism," in *The Cambridge Handbook of Classical Liberal Thought*, M. Todd Henderson, ed. (Cambridge University Press, 2018).

"The Nature of the Religious Firm," 21 *Journal of Markets and Morality* 141 (2018).

"Smart Consequentialism: Kantian Moral Theory and the (Qualified) Defense of Capitalism," in *Are Markets Moral?* Arthur M. Melzer and Steven J. Kautz, eds. (University of Pennsylvania Press, 2018).

"Regulatory Enforcement Under New York's Martin Act: From Financial Fraud to Global Warming," 14 *New York University Journal of Law and Business* 805 (2018).

"Sitaraman's Mistaken Case for the Middle-Class Constitution," 98 *Boston University Law Review Online* 15 (2018).

### Other Publications

*Hoover Digest* (regular contributor).

*Las Vegas Review-Journal* (monthly columnist).

*The Libertarian* (weekly column and podcasts).

"Beware of Populist Antitrust Law," *Forbes.com*, January 23, 2019.

"The Curse of Bigness Review: Revisiting the Gilded Age," *Wall Street Journal*, December 2, 2018.

"Elizabeth Warren's Corporate Illogic," *Wall Street Journal*, September 11, 2018.

"The Indigenous Peoples War Against Pipelines," *Forbes.com*, April 8, 2019



"Jackpot Justice in Texas," *Forbes.com*, September 12, 2018.

"On Freedom Review: Nudged to Be Free, *Wall Street Journal*, February 27, 2019.

"Prudent Minimalism: How to Forge a National Consensus." *The Volokh Conspiracy*, June 4, 2019.

## SHARON FAIRLEY

*Professor from Practice*

### **Journal Articles & Book Sections**

"The Police Encounter with a Fleeing Motorist: Dilemma or Debacle?" 52 *UC Davis Law Review Online* 155 (2018).

### **Other Publications**

"Lori Lightfoot's Historic Win is a Firm Mandate for Political Change," *Chicago Sun Times*, April 3, 2019.

"3 Ways to Improve How Chicago Handles Police Misconduct Cases," *Chicago Tribune*, June 3, 2019.

## LEE ANNE FENNELL

*Max Pam Professor of Law*

### **Journal Articles & Book Sections**

"Inversion Aversion," 86 *University of Chicago Law Review* 797 (2019) (with Richard H. McAdams).

"Personalizing Precommitment," 86 *University of Chicago Law Review* 433 (2019).

"Property Attachments," 87 *University of Chicago Law Review Online* 55 (2019).

"Spread the Wealth, or Spread the Wealthy?" in *The Dream Revisited: Contemporary Debates about Housing, Segregation, and Opportunity* 59, Ingrid Gould Ellen and Justin Peter Steil, eds. (Columbia University Press, 2019).

### **Other Publications**

"Property, Fast and Loose," *JOTWELL*, October 11, 2018.

## CLAUDIA M. FLORES

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

### Journal Articles & Book Sections

"Feminism in the Age of Trump Symposium", 23 *Cardozo Journal of Law and Gender* 419 (2016-2017) (with Jennifer Ching, Mai Ratakonda, Miriam Ticktin, Julie Suk, Jocelyn Getgen Kestenbaum & Susanna Mancini).

"The Legal Life of Plants," in *Botanical Speculations: Plants in Contemporary Art* 29, Giovanni Aloï, ed. (Cambridge Scholars Publishing, 2018) (with Sara Black, Amber Ginsburg & Ash Wolfe).

### Other Publications

*Report: Defending Dissent: Towards State Practices that Protect and Promote the Rights to Protest* (University of Chicago Law School International Human Rights Clinic and the International Network of Civil Liberties Organizations) (2018).

*Report: Human Rights Implications of Global Surrogacy* (University of Chicago Law School International Human Rights Clinic) (2019).

*Report: Neglect and Abuse of Unaccompanied Children by U.S. Customs and Border Protection* (University of Chicago Law School International Human Rights Clinic, ACLU Border Litigation Project of San Diego and Imperial Counties, and ACLU Border Rights Project) (2018).

## MEIRAV FURTH-MATZKIN

*John M. Olin Fellow in Law and Economics*

### Journal Articles & Book Sections

"The Harmful Effects of Unenforceable Contract Terms: Experimental Evidence," 70 *Alabama Law Review* 1031 (2019).

## TOM GINSBURG

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

### Books

*Constitution-Making and Transnational Legal Order* (Cambridge University Press, 2019) (edited with Gregory Shaffer & Terrence Halliday).

*Constitutions in Times of Financial Crisis* (Cambridge University Press, 2019) (edited with Mark D. Rosen & Georg Vanberg).

*How to Save a Constitutional Democracy* (University of Chicago Press, 2018) (with Aziz Huq).

### **Journal Articles & Book Sections**

"Avoiding Rights: The Constitutional Tsets of Mongolia," in *Constitutional Courts in Asia: A Comparative Perspective*, Albert H.Y. Chen & Andrew Harding, eds. (Cambridge University Press, 2018) (with Chimid Enhbaatar).

"Balanced Budget Provisions in Constitutions," in *Constitutions in Times of Financial Crisis* Tom Ginsburg, Mark D. Rosen & Georg Vanberg editors (Cambridge University Press, 2019).

"Circles of Trust: A Proposal for Better Migrant Screening," 47 *Journal of Legal Studies* S229 (2018) (with Alberto Simpser).

"Comparative Foreign Relations Law: A National Constitutions Perspective," in *The Oxford Handbook of Comparative Foreign Relations Law*, Curtis A. Bradley, ed. (Oxford University Press, 2019).

"Constitution-Making as Transnational Legal Ordering," in *Constitution-Making and Transnational Legal Order*, Tom Ginsburg, Gregory Shaffer & Terrence Halliday, eds. (Cambridge University Press, 2019) (with Gregory Shaffer & Terrence Halliday).

"Constitutional Advice and Transnational Legal Order," in *Constitution-Making and Transnational Legal Order*, Gregory Shaffer, Tom Ginsburg & Terrence Halliday, eds. (Cambridge University Press, 2019).

"Constitutional Design and Territorial Cleavages," in *Territory and Power in Constitutional Transitions*, George Anderson & Sujit Choudhry, eds. (Oxford University Press, 2019).

"Constitutions as Political Insurance: Variants and Limits," in *Comparative Judicial Review*, Rosalind Dixon & Erin Delaney, eds. (Edward Elgar, 2018) (with Rosalind Dixon).

"Defining and Tracking the Trajectory of Liberal Constitutional Democracy," in *Constitutional Democracy in Crisis?* Mark Graber, Sanford Levinson & Mark V. Tushnet, eds. (Oxford University Press, 2018) (with Aziz Huq).

"Democratic Backsliding and the Rule of Law," 44 *Ohio Northern University Law Review* 351 (2018).

"Democracy's Near Misses," 29 *Journal of Democracy* 16 (2018) (with Aziz Huq).

"Difficulties with Measuring the Rule of Law," in *Handbook on the Rule of Law*, Christopher May & Adam Winchester, eds. (Edward Elgar, 2018).

"Freedom of Expression Abroad: The State of Play," in *The Free Speech Century*, Geoffrey R. Stone & Lee C. Bollinger, eds. (Oxford University Press, 2018).

"From Catalonia to California: Secession in Constitutional Law," 70 *Alabama Law Review* 923 (2019) (with Mila Versteeg).

"Introduction: Liberal Institutions During Financial Crisis," in *Constitutions in Times of Financial Crisis* Tom Ginsburg, Mark D. Rosen & Georg Vanberg editors (Cambridge University Press, 2019) (with Mark D. Rosen & Georg Vanberg).

"The Jurisprudence of Anti-Erosion," 66 *Drake Law Review* 823 (2018).

"Optimal Design of Guest Worker Programs: An Introduction," 47 *Journal of Legal Studies* 1 (2018) (with Adam S. Chilton & Eric Posner).

"Playing with Time: Constitutions in an Unstable Age," in *Towards Shockproof European Legal and Governance Strategies*, Stavros Zouridis, Sam Muller & Peter Polakovic, eds. (Torkel Opsahl Academic EPublisher, 2018).

"Thirty Years After the Fall: An Academic Perspective," 17 *International Journal of Constitutional Law* 510 (April 2019).

"Who Judges?: Designing Jury Systems in Japan, East Asia and Europe," 22 *Social Science Japan Journal* 160 (2019).

### Other Publications

"Concluding Thoughts," *Take Care*, November 5, 2018 (with Aziz Huq).

"Constitutional Courts and the Project of Democratic Defense," *Public Seminar*, October 31, 2018 (with Aziz Huq).

"Constitutional Democracy or Constitution Contra Democracy?" *ACS Blog*, October 3, 2018 (with Aziz Huq).

"Democratic Erosion and Militant Democracy," *I-CONnect*, October 19, 2018 (with Aziz Huq).

"Democrats Want to Investigate Trump. Here's Why They Should Be Careful," *Politico Magazine*, November 10, 2018 (with Aziz Huq).

"How to Save a Constitutional Democracy," *Take Care*, October 22, 2018 (with Aziz Huq).

"I-CONnect Symposium: The 30th Anniversary of the Constitutional Court of Korea—Part II: The South Korean Constitutional Court in Comparative Perspective," *I-CONnect*, March 9, 2019.

"One Way Democrats Can Help Bolster Democracy," *Washington Post*, November 10, 2018 (with Aziz Huq).

"Possíveis respostas à pergunta: como uma democracia falha?" *Nexo*, December 29, 2018 (with Aziz Huq & Filippo Lancieri).

"Republicans Took Oversight Power from the Minority: Democrats Should Restore It," *Washington Post*, November 12, 2018 (with Aziz Huq).

"A Tainting of Judicial Independence," *Take Care*, October 8, 2018 (with Aziz Huq).

## RICHARD H. HELMHOLZ

*Ruth Wyatt Rosenson Distinguished Service Professor of Law*

### Book

*The Profession of Ecclesiastical Lawyers: An Historical Introduction* (Cambridge University Press, 2019).

### Journal Articles & Book Sections

"Civilians in the Common Law Courts, 1500-1700," in *English Legal History and Its Sources: Essays in Honour of Sir John Baker*, David Ibbetson, Neil Jones & Nigel Ramsay, eds. (Cambridge University Press, 2019).

"Fiduciary Principles in Canon Law," in *The Oxford Handbook of Fiduciary Law*, Evan Criddle, Paul Miller & Robert H. Sitkoff, eds. (Oxford University Press, 2019).

"Knut Wolfgang Nörr: An Appreciation," 105 *Zeitschrift der Savigny-Stiftung für Rechtsgeschichte, Kanonistische Abteilung* 417 (2019).

"Peter Stein 29.5.1926–7.8.2016.," 135 *Zeitschrift der Savigny-Stiftung für Rechtsgeschichte: Romanistische Abteilung* 921 (2018) (with Richard Fentiman & David Johnston & Reinhard Zimmermann).

"Statutory Interpretation - Then and Now," 41 *Manitoba Law Journal* 1 (2018) (Delloyd J. Guth Visiting Lecture in Legal History).

DANIEL HEMEL

*Assistant Professor of Law*

**Journal Articles & Book Sections**

"Audits, Markets, and Patents," 87 *University of Chicago Law Review Online* 78 (2019).

"The False Promise of Presidential Indexation," 36 *Yale J. on Reg.* 693 (2019) (with David Kamin).

"The Games They Will Play: Tax Games, Roadblocks, and Glitches Under the 2017 Tax Legislation," 103 *Minnesota Law Review* 1439 (2019) (with David Kamin, David Gamage, Ari Glowgower, Rebecca Kysar, Darien Shanske, Reuven Avi-Yonah & Lily Batchelder, J. Clifton Fleming, Mitchell Kane, David Miller, Daniel Shaviro, & Manoj Viswanathan).

"Innovation Policy Pluralism," 128 *Yale Law Journal* 544 (2019) (with Lisa Larrimore Ouellette).

"The Marginal Revenue Rule in Cost-Benefit Analysis," 160 *Tax Notes* 1507 (2018) (with David A. Weisbach & Jennifer Nou).

"Presidential Obstruction of Justice," 106 *California Law Review* 1277 (2018) (with Eric Posner).

"Sexual Harassment and Corporate Law," 118 *Columbia Law Review* 1583 (2018) (with Dorothy Shapiro Lund).

"There's a Problem With Buybacks, But It's Not What Senators Think," 162 *Tax Notes* 765 (2019) (with Gregg Polsky).

**Other Publications**

"Argument Analysis: Hating on Chevron," *SCOTUSblog*, November 8, 2018.

"Argument Analysis: What Would John Marshall Do?" *SCOTUSblog*, December 5, 2018.

"Argument Preview: McCulloch's Modern Meaning," *SCOTUSblog*, November 27, 2018.

"Argument Preview: Please Tax Me More?" *SCOTUSblog*, October 31, 2018.

"As New York Looks into whether the Trump Foundation Broke the Law, Criminal Charges Remain Unlikely," *The Conversation*, July 24, 2018.

"Bill Barr Just Argued Himself Out of a Job," *New York Times*, December 22, 2018 (with Eric Posner).

"By Omitting Race, the SAT's New Adversity Score Misrepresents Reality," *Time*, May 21, 2019 (with Andre Washington).

"Elizabeth Warren's Wealth Tax on the Super-Rich Is the Wrong Solution to the Right Problem," *Time*, January 30, 2019.

"Even the Right Dislikes the New Obamacare Ruling. Ideology Isn't Everything," *Washington Post*, December 19, 2018.

"The 401(k) Is Turning 40 Years Old. It's Past Time We Change How Americans Save for Retirement," *Time*, November 2, 2018 (with William A. Birdthistle).

"House Democrats Have More Potent Options Than Impeachment," *The Atlantic*, May 29, 2019 (with Eric Posner).

"An Inside Job? The Uneasy Case for Outside Special Prosecutors," *Take Care*, January 16, 2019.

"Insurance Companies Should Be Required To Cover In Vitro Fertilization," *Washington Post*, November 16, 2018.

"Montana vs. the Koch Brothers," *Slate*, July 25, 2018.

"Nancy Pelosi Put Her Faith in the Courts to Stop Trump's Emergency Wall," *Slate*, February 16, 2019.

"New York Should Pass a Law to Protect Omarosa," *Slate*, August 17, 2018.

"Opinion Analysis: A Win for One Taxpayer, But Not Many More," *SCOTUSblog*, February 21, 2019.

"The Pennsylvania Catholic Church Report Highlights the Cruelty of Statute of Limitations Laws," *Vox*, August 22, 2018.

"The President Is Still Subject to Generally Applicable Criminal Laws: A Response to Barr and Goldsmith," *Lawfare*, January 9, 2019 (with Eric Posner).

"A Progressive Yankee in John Roberts' Court," *Take Care*, October 18, 2018.

"Should Progressives Wage War on the Supreme Court?" *Slate*, October 12, 2018 (with Christopher Sprigman).

"State Responses to Federal Tax Reform: Charitable Tax Credits," 159 *State Tax Notes* 641 (2018) (with Joseph Bankman, David Gamage, Jacob Goldin, Darien Shanske, Kirk J. Stark, Dennis J. Ventry Jr., and Manoj Viswanathan).

"The Supreme Court Is a Bulwark of Democracy," *Slate*, October 12, 2018.

"The Trump Foundation Is Shutting Down, But the President and His Family Still Could Face Liability," *The Conversation*, December 20, 2018.

"What Americans Should Learn from the Trump Tax Story—and One Way to Help Stop Further Trickery," *Time*, October 5, 2018.

"What Happens if Ruth Bader Ginsburg Remains Too Sick to Work?" *Politico Magazine*, January 17, 2019.

"Why Chicago Should Test a 'Basic Income' Program," *Crain's Chicago Business*, August 16, 2018.

"Why Do Nations Obey International IP Law?" *Yale Journal on Regulation: Notice & Comment*, October 4, 2018.

"Why Filing Taxes Isn't Easy," *Politico Magazine*, July 19, 2018 (with Joseph Bankman & Dennis Ventry).

"Why the IRS Should Pay People Even More in Their Tax Refunds," *Time*, April 5, 2019.

"Why Supreme Court Term Limits Won't Work and What to Do Instead," *Slate*, October 12, 2018.

"Yes, Bill Barr's Memo Really is Wrong About Obstruction of Justice," *Lawfare*, December 27, 2018 (with Eric Posner).

## M. TODD HENDERSON

*Michael J. Marks Professor of Law*

### **Books**

*Mental State* (Down & Out Books, 2018).

*The Cambridge Handbook of Classical Liberal Thought*, editor (Cambridge University Press, 2018).

### **Journal Articles & Book Sections**

"A New Market-Based Approach to Securities Law," 85 *University of Chicago Law Review* 1313 (2018) (with Kevin Haeberle).

"Outsourcing the Board: A Rebuttal," 74 *Business Lawyer* 373 (2019).



"A Regulatory Classification of Digital Assets: Toward an Operational Howey Test for Cryptocurrencies, Icos, and Other Digital Assets," 2019 *Columbia Business Law Review* 443 (2019).

#### **Other Publications**

"Making a Market for Corporate Disclosure," *Yale Journal on Regulation: Notice & Comment*, August 24, 2018 (with Kevin Haeberle).

#### **AMY HERMALIK**

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

#### **Other Publications**

"Time to Rewrite the Rules of City Hall's Game," *Crain's Chicago Business*, February 20, 2019.

#### **WILLIAM H. J. HUBBARD**

*Professor of Law*

#### **Journals**

Editor, *Journal of Legal Studies*.

#### **Journal Articles & Book Sections**

"From Executive Appointment to the Collegium System: The Impact on Diversity in the Indian Supreme Court," 51 *Verfassung und Recht in Übersee* 273 (2018) (with Aparna Chandra & Sital Kalantry).

"Quantum Economics, Newtonian Economics, and Law," 2017 *Michigan State Law Review* 425 (2018).

"A Replication Study Worth Replicating: A Comment on Salmanowitz and Spamann," 58 *International Review of Law and Economics* 1 (2019).

#### **AZIZ HUQ**

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

#### **Books**

*How to Save a Constitutional Democracy* (University of Chicago Press, 2018) (with Tom Ginsburg).

*The Empire of Disgust: Prejudice, Stigma, and Discrimination in India and the U.S.* (Oxford University Press, 2018) (edited with Martha Nussbaum, Vidhu Verma & Zoya Hasan).

### Journal Articles & Book Sections

"Racial Equity in Algorithmic Criminal Justice," 68 *Duke Law Journal* 1043 (2019).

"Fourth Amendment Gloss," 113 *Northwestern University Law Review* 701 (2019).

"What is Discriminatory Intent?" 103 *Cornell Law Review* 1211 (2018).

"Legal or Political Checks on Apex Criminality: An Essay on Constitutional Design," 65 *UCLA Law Review* 4 (2018).

"Democracy's Near Misses," 29 *Journal of Democracy* 16 (2018) (with Tom Ginsburg)

"What is the Case against Muslims?" in *"The Empire of Disgust": Prejudice, Stigma, and Discrimination in India and the U.S.* (Martha Nussbaum, Aziz Huq, Vidhu Verma, and Zoya Hasan, eds.) (Oxford University Press, 2018).

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

"Classical Liberalism, Race, and Mass Incarceration," in *The Future of Classical Liberalism* 258 (Todd Henderson ed.) (Cambridge University Press, 2018).

"Defining and Tracking the Trajectory of Liberal Constitutional Democracy," in *Constitutional Democracy in Crisis?* (Mark Graber et al., eds.) (Oxford University Press, 2018) (with Tom Ginsburg).

### Other Publications

"The Feel of Feeling Left Behind," *The Los Angeles Review of Books*, June 7, 2019.

"Executive Privilege is a New Concept Built on Shaky Legal Foundations," *Washington Post*, May 10, 2019.

"How the Supreme Court Stripped Congress of the Power to End National Emergencies," *Washington Post*, Feb. 27, 2019.

"Has the Supreme Court Already Decided the Wall Case?" *Politico*, February 19, 2019.

"Possíveis respostas à pergunta: como uma democracia falha?" *Nexo*, December 29, 2018 (with Tom Ginsburg & Filippo Lancieri).

"It's Only a Matter of Time before China Ends Up with Our Facebook Data," *CNN*, December 21, 2018.

"Republicans Took Oversight Power from the Minority: Democrats Should Restore It," *Washington Post*, November 11, 2018 (with Tom Ginsburg).

"Democrats Want to Investigate Trump: Here's Why They Should be Careful," *Politico*, November 9, 2018 (with Tom Ginsburg).

"The Faulty Logic behind Trump's Birthright Citizenship Proposal," *Vox*, October 31, 2018.

"Constitutional Courts and the Project of Democratic Defense," *Public Seminar*, October 30, 2018 (with Tom Ginsburg).

"Two Ways Democrats Can Remove Kavanaugh without Impeaching Him," *Washington Post*, October 17, 2018.

"A Tainting of Judicial Independence," *Take Care*, October 8, 2018.

"Constitutional Democracy or Constitution Contra Democracy?" *ACS Blog*, October 3, 2018 (with Tom Ginsburg).

"Democratic Erosion and Militant Democracy," *I-CONnect*, October 19, 2018 (with Tom Ginsburg).

"Why You Shouldn't Care if Kavanaugh is an Originalist," *Politico*, August 9, 2018.

"Trump's War on Children," *The Nation*, July 20, 2018.

"The Unitary Executive Theory in the Shadow of High-Level Criminality," *Take Care*, July 17, 2018.

CREE L. JONES

*Harry A. Bigelow Teaching Fellow, Lecturer in Law*

### **Dissertation**

*Do Legal Remedies Promote Investment? New Evidence from a Natural Experiment in the Investment Treaty Network* (2018) (A Dissertation Submitted to the Faculty of the Division of the Social Sciences in Candidacy for the Degree of Doctor of Philosophy)

ALISON LACROIX

*Robert Newton Reid Professor of Law, Associate Member of the Department of History*

**Book**

*Power, Prose, and Purse: Law, Literature, and Economic Transformations* (Oxford University Press, 2019) (edited with Saul Levmore & Martha Nussbaum).

**Journal Articles & Book Sections**

"Commerce, Law, and Revolution in the Novels of Elizabeth Gaskell and Charlotte Brontë," in *Power, Prose, and Purse: Law, Literature, and Economic Transformations*, Alison LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019).

**Other Publications**

"Historical Semantics and the Meaning of the Second Amendment," *The Panorama*, August 4, 2018.

"The Invention of the Archival Constitution," *Balkinization*, October 20, 2018.

GENEVIEVE LAKIER

*Assistant Professor of Law*

**Journal Articles & Book Sections**

"Imagining an Antisubordinating First Amendment," 118 *Columbia Law Review* 2117 (2019).

"Not Such a Fixed Star After All: *West Virginia State Board of Education v. Barnette*, and the Changing Meaning of the First Amendment Right Not to Speak," 13 *FIU Law Review* 741 (2019).

BRIAN LEITER

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

**Book**

*Moral Psychology with Nietzsche* (Oxford University Press, 2019).

**Journal Articles & Book Sections**

"The Death of God and the Death of Morality," 102 *The Monist* 386 (2019).

"The History of Philosophy Reveals that 'Great' Philosophy is Disguised Moral Advocacy: A Nietzschean Case against the Socratic Canon in Philosophy," in

*Philosophy and the Historical Perspective*, Marcel van Ackeren, ed. (Oxford University Press, 2018).

"The Innocence of Becoming: Nietzsche against Guilt," 62 *Inquiry* 70 (2019).

"Justifying Academic Freedom: Mill and Marcuse Revisited," in *Moral Puzzles and Legal Perplexities: Essays on the Influence of Larry Alexander*, Heidi Hurd, ed. (Cambridge University Press, 2018).

"Legal Positivism about the Artifact Law: A Retrospective Assessment," in *Law as an Artifact*, Luka Burazin, K. Himma & Corrado Roversi, eds. (Oxford University Press, 2018).

"Rorty's Rejection of Philosophy," 41 *Analyse und Kritik* 23 (2019).

"Theoretical Disagreements in Law: Another Look," in *Dimensions of Normativity: New Essays on Metaethics and Jurisprudence*, David Plunkett, Scott Shapiro & Kevin Toh, eds. (Oxford University Press, 2019).

"The Truth is Terrible," 49 *Journal of Nietzsche Studies* 151 (2018).

### **Other Publications**

"Academic Ethics: Should Scholars Avoid Citing the Work of Awful People?" *The Chronicle of Higher Education*, October 26, 2018.

## **SAUL LEVMORE**

*William B. Graham Distinguished Service Professor of Law*

### **Book**

*Power, Prose, and Purse: Law, Literature, and Economic Transformations* (Oxford University Press, 2019) (edited with Alison LaCroix & Martha Nussbaum).

### **Journal Articles & Book Sections**

"The End of Bargaining in the Digital Age," 103 *Cornell Law Review* 1469 (2018) (with Frank Fagan).

"Introduction: Cooperation and Competition between Plots and Principles," in *Power, Prose, and Purse: Law, Literature, and Economic Transformations* 1, Alison LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019) (with Molly Brown & Martha Nussbaum).

"Regulating Greed," in *Power, Prose, and Purse: Law, Literature, and Economic Transformations*, Alison LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019).

"Regulating Retirement and Wrinkles in an Age of Prejudice," in *The Empire of Disgust: Prejudice, Discrimination, and Policy in India and the US*, Zoya Hasan, Aziz Huq, Martha Nussbaum & Vidhu Verma, eds. (Oxford University Press, 2018).

"Richard Posner, the Decline of the Common Law, and the Negligence Principle," 86 *University of Chicago Law Review* 1137 (2019).

"Unreported Sexual Assault," 97 *Nebraska Law Review* 607 (2018) (with Martha Nussbaum) (The 2018 Roscoe Pound Lecture).

### **Other Publications**

"The Case for Moving to a Retirement Community," *MarketWatch*, November 22, 2018.

## **LYONETTE LOUIS-JACQUES**

*Foreign and International Law Librarian and Lecturer in Law*

### **Journal Articles & Book Sections**

"Book Review (reviewing *Research Handbook on Climate Change, Migration and the Law*)," 46 *International Journal of Legal Information* 124 (2018).

### **Other Publications**

"Ask an International Law Librarian," *Slaw*, March 21, 2019.

"Conferencing, or, Every Fish Has a Job," *Slaw*, July 19, 2018.

"The Death of the Reference Collection," *Slaw*, May 17, 2019.

"On Writing, or, 'Beer + Edits,'" *Slaw*, September 17, 2018.

"TORY the Robot and Other Highlights of the IALL Meeting in Luxembourg," *Slaw*, January 22, 2019.

"Yale Conference on Rare Books Report," *CALL Bulletin*, September 11, 2018.

## **ANUP MALANI**

*Lee and Brena Freeman Professor of Law*

### **Journals**

Editor, *Journal of Law & Economics*.

### **Journal Articles & Book Sections**

"Labor Markets in Statistics: The Subject Supply Effect in Medical R&D," 13 *Journal of Human Capital* 293 (2019) (with Tomas J. Philipson).

## JONATHAN 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 Sections

"Analysing the Law's Effects on Human Well-Being: A Comparative Perspective," 13 *Journal of Comparative Law* 2 (2018) (with John Bronsteen & Christopher Buccafusco).

"Intelligent Design," 68 *Duke Law Journal* 75 (2018) (with Christopher Buccafusco & Mark Lemley).

"Norming in Administrative Law," 68 *Duke Law Journal* 1383 (2019) (with Eric Posner).

"Patents, Property, and Prospectivity," 71 *Stanford Law Review* 963 (2019) (with Adam Mortara).

"Police Violence in *The Wire*," 2018 *University of Chicago Legal Forum* 139 (2018) (with Richard H. McAdams).

"Posner's Unlikely Patent Intervention," 86 *University of Chicago Law Review* 1171 (2019).

"Wealth and Warfare in the Novels of Jane Austen," in *Power, Prose, and Purse: Law, Literature, and Economic Transformations* 151, Alison LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019) (with Seebany Datta-Barua).

### Other Publications

"Will Cost-Benefit Analysis Become the Law of the EPA?" *Yale Journal on Regulation: Notice & Comment*, July 12, 2018.

## RICHARD H. MCADAMS

*Deputy Dean and Bernard D. Meltzer Professor of Law*

### Journal Articles & Book Sections

"Economic Theories of Discrimination: The Positive and the Normative," in *The Empire of Disgust: Prejudice, Discrimination, and Policy in India and the US*, Zoya Hasan, Aziz Huq, Martha Nussbaum & Vidhu Verma, eds. (Oxford University Press, 2018).

"*The Grapes of Wrath*, Economics, and Luck," in *Power, Prose, and Purse: Law, Literature, and Economic Transformations*, Alison LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019).

"Inversion Aversion," 86 *University of Chicago Law Review* 797 (2019) (with Lee Anne Fennell).

"Police Violence in *The Wire*," 2018 *University of Chicago Legal Forum* 139 (2018) (with Jonathan Masur).

## JENNIFER NOU

*Professor of Law and Ronald H. Coase Teaching Scholar*

### Journal Articles & Book Sections

"Civil Servant Disobedience," 94 *Chicago-Kent Law Review* 349 (2019).

"Dismissing Decisional Independence Suits," 86 *University of Chicago Law Review* 1187 (2019).

"The Marginal Revenue Rule in Cost-Benefit Analysis," 160 *Tax Notes* 1507 (2018) (with David A. Weisbach & Daniel Hemel).

"Regulatory Bundling," 128 *Yale Law Journal* 1174 (2019) (with Jed Stiglitz).

### Other Publications

"Administering Democracy: Policing a Partisan Census," *Yale Journal on Regulation: Notice & Comment*, April 23, 2019.

"Census symposium: A place for pretext in administrative law?" *SCOTUSblog*, June 28, 2019.

"Improving the Efficiency of the Paperwork Reduction Act," *The Regulatory Review*, October 31, 2018 (with Gisselle Bourns & Stuart Shapiro).

## MARTHA C. NUSSBAUM

*Ernst Freund Distinguished Service Professor of Law and Ethics*

### Books

German translation of *Aging Thoughtfully* (WBG, 2018). Korean translation (2018).

Turkish Translation of *Creating Capabilities: The Human Development Approach* (2018). Chinese Translation (Renmin University Press, 2019).

Korean Translation of *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (2018)



Chinese Translation of *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy* (2018)

Dutch translation of *The Monarchy of Fear: A Philosopher Looks at Our Political Crisis* (2018). German Translation (WGB, 2019). Spanish translation (Paidós, 2019).

Polish translation of *The New Religious Intolerance: Overcoming the Politics of Fear in an Anxious Age* (Fundacja Kultura Liberalna, 2018).

*The Empire of Disgust: Prejudice, Stigma, and Discrimination in India and the US* (Oxford University Press, 2018) (edited with Aziz Huq, Vidhu Verma & Zoya Hasan).

*Power, Prose, and Purse: Law, Literature, and Economic Transformations* (Oxford University Press, 2019) (edited with Alison LaCroix & Saul Levmore).

### **Journal Articles & Book Sections**

"Aging, Stigma, and Disgust," in *The Empire of Disgust: Prejudice, Stigma, and Discrimination in India and the US.*, Martha C. Nussbaum, Aziz Huq, Vidhu Verma & Zoya Hasan, eds. (Oxford University Press, 2018).

"All About Us," 23 *New Philosopher* 46 (2019).

"Civil Disobedience and Free Speech in the Academy," in *Academic Freedom* 170-85, Jennifer Lackey, ed. (Oxford University Press, 2018).

"Die Fähigkeiten der Menschen mit geistigen Behinderungen," in *Menschliche Fähigkeiten und komplexe*

*Behinderungen: Philosophie und Sonderpädagogik im Gespräch mit Martha Nussbaum*, Jörn Müllet and Reinhard

Leigemann, eds. (Darmstadt: WBG, 2018).

"Disgust or Equality? Sexual Orientation and Indian Law," in *The Empire of Disgust: Prejudice, Stigma, and Discrimination in India and the US.*, Martha C. Nussbaum, Aziz Huq, Vidhu Verma & Zoya Hasan, eds. (Oxford University Press, 2018).

"Foreword," in *Living with Hate in American Politics and Religion: How Popular Culture Can Defuse Intractable Differences*, Jeffrey Israel (Columbia University Press, 2019).

"Introduction: Cooperation and Competition between Plots and Principles" in *Power, Prose, and Purse: Law, Literature, and Economic Transformations* 1-12, Alison

LaCroix, Saul Levmore & Martha Nussbaum, eds. (Oxford University Press, 2019) (with Molly Brown & Saul Levmore).

"Labor Law and the Capabilities Approach," in *The Capability Approach to Labour Law* 62-81, Brian Langille, ed. (Oxford University Press, 2019).

"The Legal Status of Whales and Dolphins: From Bentham to the Capabilities Approach," in *Agency and Democracy in Development Ethics*, Lori Keleher and Stacy J. Kosko, eds. (Cambridge University Press, 2019) (with Rachel Nussbaum Wichert).

"Love from the Point of View of the Universe: Walt Whitman and the Utilitarian Imagination," in *Power, Prose, and Purse* 221-48, Alison LaCroix, Saul Levmore, and Martha C. Nussbaum, eds. (Oxford University Press, 2019).

"The Morning and the Evening Star: Religion, Money, and Love in Sinclair Lewis's *Babbitt* and *Elmer Gantry*," in *Power, Prose, and Purse*, Alison LaCroix, Saul Levmore, and Martha C. Nussbaum, eds. (Oxford University Press, 2019).

"A Philosophical Approach to Anger and Fear," 72 *Bulletin of the American Academy of Arts & Sciences* 12 (2018) (Don M. Randel Award for Humanistic Studies: Acceptance Remarks).

"Preface: Amartya Sen and the HDCA," 20 *Journal of Human Development and Capabilities* 124-26 (2019).

"Unreported Sexual Assault," 97 *Nebraska Law Review* 607-27 (2018) (with Saul Levmore) (The 2018 Roscoe Pound Lecture).

"Why Freedom of Speech is an Important Right and Why Animals Should Have It," 95 *Denver Law Review* 843-56 (2018).

### Other Publications

"Losing Your Faith in the United States? Try Attending a Citizenship Ceremony," *Washington Post*, April 2, 2019.

"Naked and Afraid," *Harper's* 11, August 2018.

"Reconciliation, Above All," *Indian Express*, November 21, 2018.

"The Roots of Male Rage, On Show at the Kavanaugh Hearing," *Washington Post*, September 29, 2018.

"What Does it Mean to Be Human? Don't Ask," *The New York Times*, August 20, 2018.

RANDAL C. PICKER

*James Parker Hall Distinguished Service Professor of Law*

**Journal Articles & Book Sections**

"The Bankruptcy Partition," 166 *University of Pennsylvania Law Review* 1675 (2018) (with Douglas G. Baird & Anthony Casey).

**Other Publications**

"The European Commission Picks a Fight with Google Android over Business Models," *ProMarket*, July 23, 2018.

ERIC A. POSNER

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

**Books**

German translation of *Radical Markets: Uprooting Capitalism and Democracy for a Just Society* (WGB Theiss 2019). Spanish translation (Barcelona: Antoni Bosch editor, 2019). Portuguese translation (Portfolio-Penguin, 2019). Chinese translation (Mechanical Industry Press, 2019).

**Journal Articles & Book Sections**

"Antitrust Remedies for Labor Market Power," 132 *Harvard Law Review* 537 (2018) (with Suresh Naidu & E. Glen Weyl).

"Country Specific Investments and the Rights of Non-Citizens," 57 *Virginia Journal of International Law* 575 (2018) (with Adam S. Chilton).

"Norming in Administrative Law," 68 *Duke Law Journal* 1383 (2019) (with Jonathan Masur).

"Optimal Design of Guest Worker Programs: An Introduction," 47 *Journal of Legal Studies* 1 (2018) (with Adam S. Chilton & Tom Ginsburg).

"Presidential Obstruction of Justice," 106 *California Law Review* 1277 (2018) (with Daniel Hemel).

"Rule-of-Law Objections to the Lender of Last Resort," in *Constitutions in Times of Financial Crisis*, Tom Ginsburg, Mark D. Rosen & Georg Vanberg editors (Cambridge University Press, 2019).

"Treaties and Human Rights: The Role of Long-Term Trends," 81 *Law & Contemporary Problems* 1 (2018) (with Adam S. Chilton).

"The Trump Presidency: A Constitutional Crisis in the United States?" in *Constitutional Democracy in Crisis?* Mark Graber, Sanford Levinson & Mark V. Tushnet, eds. (Oxford University Press, 2018).

"Why Countries Sign Bilateral Labor Agreements," 47 *Journal of Legal Studies* 45 (2018) (with Adam S. Chilton).

### **Other Publications**

"The Anti-monopoly Backlash Reaches the Supreme Court," *The Atlantic*, May 15, 2019.

"Bill Barr Just Argued Himself Out of a Job," *The New York Times*, December 22, 2018 (with Daniel Hemel).

"The Far-Reaching Threats of a Conservative Court," *The New York Times*, October 24, 2018.

"House Democrats Can Constrain Trump. They Can Also Overreach.," *The New York Times*, November 8, 2018.

"House Democrats Have More Potent Options Than Impeachment," *The Atlantic*, May 29, 2019 (with Daniel Hemel).

"If the Supreme Court Is Nakedly Political, Can It Be Just?" *The New York Times*, July 9, 2018 (with Lee Epstein).

"The President Is Still Subject to Generally Applicable Criminal Laws: A Response to Barr and Goldsmith," *Lawfare*, January 9, 2019 (with Daniel Hemel).

"The Trouble Starts If Facebook's New Currency Succeeds," *The Atlantic*, June 25, 2019.

"Yes, Bill Barr's Memo Really is Wrong about Obstruction of Justice," *Lawfare*, December 27, 2018 (with Daniel Hemel).

"Who is Brett Kavanaugh?" *The New York Times*, September 3, 2018 (with Emily Bazelon).

"Why the FTC Should Focus on Labor Monopsony," *ProMarket*, November 6, 2018.

## **JOHN RAPPAPORT**

*Assistant Professor of Law*

### **Journal Articles & Book Sections**

"Criminal Justice, Inc.," 118 *Columbia Law Review* 2251 (2018).

ALISON SIEGLER

*Clinical Professor of Law, Director, Federal Criminal Justice Clinic*

**Journal Articles & Book Sections**

"'I Got the Shotgun, You Got the Briefcase': Criminal Defense Ethics in *The Wire*," 2018 *University of Chicago Legal Forum* 209 (2018) (with Erica Zunkel).

**Other Publications**

"Racially Selective Law Enforcement Litigation in Federal Stash House Cases," 26 *The Circuit Rider* 45 (April 2019).

ROSEANNA SOMMERS

*Harry A. Bigelow Teaching Fellow, Lecturer in Law*

**Journal Articles & Book Sections**

"The Voluntariness of Voluntary Consent: Consent Searches and the Psychology of Compliance," 128 *Yale Law Journal* 1792 (2019) (with Vanessa K. Bohns).

**Other Publications**

"Would You Let the Police Search Your Phone?" *The New York Times*, April 30, 2019 (with Vanessa K. Bohns).

NICHOLAS STEPHANOPOULOS

*Professor of Law and Herbert and Marjorie Fried Research Scholar*

**Journal Articles & Book Sections**

"Aligning Campaign Finance Law," in *Democracy by the People: Reforming Campaign Finance in America*, Eugene Mazo & Timothy Kuhner, eds. (Cambridge University Press, 2018).

"The Dance of Partisanship and Districting," 13 *Harvard Law & Policy Review* 507 (2019).

"Disparate Impact, Unified Law," 128 *Yale Law Journal* 1566 (2019).

"Liable Lies," 7 *Constitutional Court Review* 1 (2018) (symposium contribution).

**Other Publications**

*Election Law Blog*, (regular contributor).

"Elena Kagan Asked for Proof that Gerrymandering Harms Both Political Parties. Here It Is," *Slate*, February 28, 2019.

"Redistricting Reform in a Democratic House," *Harvard Law Review Blog*, November 14, 2018.

"The Validity of Stopping Voter Suppression," *Take Care*, November 15, 2018.

## GEOFFREY R. STONE

*Edward H. Levi Distinguished Service Professor of Law*

### Book

*Constitutional Law: 2018 Supplement* (Wolters Kluwer, 2018) (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet & Pamela S. Karlan).

*The First Amendment: 2018 Supplement* (Wolters Kluwer 2018) (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet & Pamela S. Karlan).

*The Free Speech Century* (Oxford University Press, 2018) (edited with Lee C. Bollinger).

*Speaking Out: Reflections on Law, Liberty and Justice* (vol. 3) (2018).

### Journal

*The Supreme Court Review*, volume 2018 (2018) (edited with David A. Strauss & Justin Driver).

### Journal Articles & Book Sections

"Dialogue & Epilogue," in *The Free Speech Century*, Geoffrey R. Stone & Lee C. Bollinger, eds. (Oxford University Press, 2018) (with Lee C. Bollinger).

"National Security, National Origin, and the Constitution: 75 Years after EO9066," 68 *Case Western Reserve Law Review* 1067 (2018).

"The Origins of the Espionage Act of 1917: Was Judge Learned Hand's Understanding of the Act Defensible?" 50 *Arizona State Law Journal* 919 (2018).

"Reflections on the First Amendment: The Evolution of the American Jurisprudence of Free Expression," 107 *Transactions of the American Philosophical Society* 31 (2019).

"Sex and the First Amendment: The Long and Winding History of Obscenity Law," 17 *First Amendment Law Review* 134 (2018-2019).

"Sexual Expression and Free Speech: How Our Values Have (D)evolved," 43 *Human Rights* 22 (2018).

### Other Publications

"Chief Justice Roberts's Delicate Seat at the Center of a Divided Supreme Court," *Washington Post*, March 29, 2019 (review of Joan Biskupic's *The Chief: The Life and Turbulent Times of Chief Justice John Roberts*).

"Confirming Brett Kavanaugh Now Would Destroy The Supreme Court As We Know It," *Huffington Post*, October 2, 2018.

"Dems Need to Pin Brett Kavanaugh on Which Constitution He Supports," *The Daily Beast*, August 3, 2018.

"Here's What Life Was Like for American Women in America Before *Roe v. Wade*," *The Daily Beast*, July 11, 2018.

"It's Now Up To Senate Moderates To Save The Supreme Court," *Huffington Post*, July 11, 2018.

"Plain Words, Easily Understood," *Scotusblog*, May 3, 2019 (with Lee C. Bollinger).

"Questions for Brett Kavanaugh on Constitutional Interpretation," *American Constitution Society*, July 24, 2018.

"*Roe v. Wade*, *Frontiero v. Richardson*, and the Equal Rights Amendment." *Take Care Symposium on Reproductive Rights and Justice Stories*, May 20, 2019.

"Where Does He Stand? Dems Need to Pin Brett Kavanaugh on Which Constitution He Supports," *Daily Beast*, August 4, 2018.

### LIOR STRAHILEVITZ

*Sidley Austin Professor of Law*

### Journal Articles & Book Sections

"Assessing the Empirical Upside of Personalized Criminal Procedure," 86 *University of Chicago Law Review* 489 (2019) (with Matthew Kugler).

### Other Publications

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DAVID A. STRAUSS

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

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MARK TEMPLETON

*Clinical Professor of Law, Director of the Abrams Environmental Law Clinic*

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DAVID A. WEISBACH

*Walter J. Blum Professor of Law*

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ERICA ZUNKEL

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

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# SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2018-19

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For updates on recent activities and achievements of the clinical programs, see [www.law.uchicago.edu/clinics](http://www.law.uchicago.edu/clinics).

## ABRAMS ENVIRONMENTAL LAW CLINIC

### WATER:

In 2016, the Chicago Chapter of 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 (CWA) 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. The federal government and the state of Indiana filed their own, separate case and proposed a consent decree to settle all legal issues against U. S. Steel; Surfrider and the City agreed to stay their litigation. However, 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 Clinic filed extensive comments on the proposed consent decree.

As of June 2019, the governments have not issued an updated proposed consent decree, and we are preparing to oppose the governments' motion to lodge the consent decree, if necessary. Last fall, we moved to intervene in the governments' case, and in December 2018, the Court granted the motion. Pending motions before the Court include our motion to consolidate the governments' case into ours and U. S. Steel's motion to dismiss the amended complaint that we filed in the governments' case against U. S. Steel after the U. S. Steel facility committed further CWA violations by discharging foam into Burns Waterway in November and December 2018.

The Abrams Clinic has worked with a coalition of both local and national environmental organizations to initiate enforcement of the CWA against the Chicago-based Trump Tower. Trump Tower draws water from the Chicago River to assist in cooling the facility. However, Trump Tower has never 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. After the Clinic drafted and sent a CWA-required notice of intent to sue to

Trump Tower, the State of Illinois filed its own case in the summer of 2018, and we successfully moved to intervene in that case. Settlement negotiations are underway as the litigation proceeds.

Pacific Ethanol Pekin operates a bioethanol refinery that sits on the banks of the Illinois River in Pekin, IL, a few miles from Peoria. The company has a National Pollutant Discharge Elimination System (NPDES) permit that allows it to discharge its wastewater into the river. In 2017, the Clinic noticed that Pacific Ethanol had been repeatedly violating its NPDES permit (thereby violating the CWA) by discharging pollutants into the river in excess of its permit limits. Most notably, Pacific Ethanol was discharging excessively warm wastewater, sometimes up to 40 degrees hotter than its permit allows. We filed a Notice of Intent to Sue (NOI) in November 2017 on behalf of our clients Sierra Club and Prairie Rivers Network. In response, the State filed its own case in January 2018, alleging similar violations, and in August 2018, the State and Pacific Ethanol entered into an Interim Order to address some of these issues. In June 2019, we commented on a proposed permit modification for the facility, and we intervened in the State's case to help ensure that it enforces compliance with Pacific Ethanol's permits and impose appropriate penalties.

In the fall of 2018, the Abrams Environmental Clinic learned that the State of Illinois' Vienna Correctional Center (VCC) was likely violating the CWA. We researched the facility and its history of violations to determine that VCC frequently violated the conditions of its discharge permit and regularly failed to submit mandatory reports of its discharges. In this case, we have elected to attempt first to work cooperatively with the state to correct the problems at VCC. To that end, we sent an informal letter of concern and have prepared research into potential corrective actions, including training prisoners to become wastewater treatment operators, while readying ourselves for litigation, if necessary.

In 2016, the Abrams Clinic began 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. In 2017, the Abrams Clinic filed a complaint in the Circuit Court of Cook County 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 then moved for summary judgement. The Court granted summary judgment in favor of IDNR and MWRD in November 2018. The Abrams Clinic filed an appeal with the Appellate Court of Illinois in December 2018, and we and the opposing parties are currently briefing our dispute, with oral argument likely in Fall 2019.

#### ENERGY:

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.

The Abrams Clinic had two victories in academic year 2018-19 in its work with Professor Greenstone. In the prior academic year, the Clinic filed amicus briefs in two sets of litigation, one related to the proposed expansion of the Spring Creek Mine in Montana, and the other 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. In the Spring Creek case, the magistrate judge adopted some of the reasoning that we put forth in our amicus brief, rejecting the government's arguments against using the SCC. In the coal moratorium case, the district court judge rejected the government's arguments against performing a new environmental impact statement, which we had argued was required under the law. Unfortunately, in June 2019, another federal court rebuffed on procedural grounds our attempts to file an amicus brief by Professor Greenstone in a challenge to an expansion of the Bull Mountains Mine. We believe that other courts in the future will allow Professor Greenstone to file amicus briefs in other similar cases.

In addition, in academic year 2018-19, the Clinic commented on four rules and standards proposed by the Environmental Protection Agency and U.S. Forest Service. First, we commented on EPA's proposed New Source Performance Standards (NSPS). Our Comment concerned EPA's proposed slackening of regulations on new and modified coal-fired power plants, and argued that EPA still had to complete a full assessment of greenhouse gas impacts, even if it predicted a small number of coal plants would be built. Second, we commented on EPA's

proposed Mercury and Air Toxics Standards (MATS) rulemaking. Specifically, in response to EPA's proposed partial rollback of important regulatory standards for electric generating units, we argued that co-benefits, which are reductions to pollutant emissions that are not targeted by a given regulation but are reduced as an ancillary benefit due to the control technology implemented, legally can and, as a matter of regulatory policy, should be considered when determining whether regulation is "appropriate and necessary." Third, we commented on the U.S. Forest Service's (USFS) Oil and Gas Leasing Advanced Notice of Proposed Rulemaking. USFS proposed to curtail its National Environmental Protection Act (NEPA) analysis for oil and gas leasing on national forest land. Our Comment argued that USFS should include a SCC framework directly in its NEPA regulations in order to best fulfill its statutory obligations and ensure that it is taking a consistent "hard look" at climate change impacts. Finally, we commented on the Affordable Clean Energy Rule Notice of Proposed Rule Making. Our Comment concerned the replacement of the Clean Power Plan with a much laxer regime that gave states wide discretion in setting technology requirements for existing coal plants. We argued that the costs and benefits to the United States and its citizens are fully accounted for only if EPA uses a measure of the SCC that reflects climate change's global damages and employs realistic discount rates, which EPA fails to do in the RIA and Proposed Rule. We also critiqued EPA's lack of a discernible cost-reasonableness standard in choosing the "best system of emissions reduction," and encouraged EPA to utilize a cost benefit analysis (CBA) based on the SCC in evaluating state plans, and to require states to base their state plans on a similar CBA. Finally, in response to a specific EPA question, the Comment considers the role that trading can play in the ACE regulatory regime.

The Abrams Clinic continued to work 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. The Michigan Public Service Commission (MPSC) is a state agency that regulates utilities, which are state-sanctioned monopolies. DTE and Consumers Energy are the major ones in Michigan, and DTE services Detroit and Highland Park. With our support, Soulardarity began regularly to intervene in MPSC cases and to contribute to stakeholder workgroups organized by MPSC staff.

More specifically, this past academic year, we represented Soulardarity in its interventions in DTE's Renewable Energy Plan (REP) case, the most recent DTE

rate case, and DTE's Integrated Resource Plan (IRP) case. We also participated and presented—and facilitated the participation and presentations of Soulardarity's Executive Director Jackson Koeppel—in two separate stakeholder processes related to net metering and to third-party community-energy projects. In our advocacy, we promoted renewable energy, solar energy, distributed energy, and community solar; we identified limits that the MPSC has imposed on distributed energy that were inconsistent with Michigan Public Acts 341 and 342 (2016); we identified failures in DTE's voluntary green pricing programs and low-income assistance programs, which impact the ability of low-income households to secure clean energy; and we identified safety problems and underinvestment by DTE in low-income communities. For some of these efforts, we secured the specific endorsement of other local energy and environmental advocates, such as Detroiters Working for Environmental Justice and EcoWorks; in other cases, Soulardarity and we coordinated with these groups to make sure that our positions were aligned with theirs.

With our assistance, Soulardarity was able to participate regularly and have an impact in many of the most important proceedings and stakeholder workgroups involving clean energy in southeastern Michigan. As one example, Administrative Law Judge Sharon Feldman recently made a preliminary finding and determination that DTE had failed to justify its REP, which relied exclusively on utility-owned wind and failed to consider community solar, among other forms of renewable energy. Soulardarity pointed out in its brief that DTE basically just asked the MPSC to trust the utility about its plans; ALJ Feldman squarely rejected that, and she recognized some of the other considerations that we raised on Soulardarity's behalf in its testimony and briefing. In the DTE rate case, as another example, the Commission's decision acknowledged concerns that we raised about safety issues and about the inequity of some fees DTE wanted to impose on low-income consumers. The Commission also stated that requirements related to ownership and premises should be interpreted broadly to allow renters or owners in multi-unit dwellings to participate in distributed generation. We await the proposals that staff is developing for the third-party community-energy projects stakeholder process, but we are hopeful that the participation of Soulardarity and the clinic will lead to more effective and equitable approaches than would have existed otherwise.

We participated in and supported the Illinois Commerce Commission's (ICC's) NextGrid process. Illinois Future Energy Jobs Act (FEJA) required the ICC to launch a process that would look at the future of Illinois electricity grid. The ICC implemented a process by which seven working groups would review, discuss, and report back on their views on topics ranging from new technology deployment

and grid integration, to metering, communications and data, to customer and community participation, among others. The clinic worked closely with Mary Gade, the facilitator for Working Group 6 on regulatory and environmental policy issues. We helped Ms. Gade develop the topics for the working group's four sessions, namely on the environmental impacts of distributed energy resources, climate and grid resiliency, beneficial electrification, and pathways to decarbonization. We developed the discussion questions for each session, facilitated breakout conversations, and produced minutes for each meeting, the first draft of the working group chapter, the responses to comments from working group participants and the public, and the final draft of the working group chapter.

Working with the Illinois Environmental Council (IEC), we drafted clean energy, energy –efficiency, and environmental requirements for significant pieces of legislation. For the recreational cannabis legislation, we produced language that requires growers to use best-in-class energy-efficient lighting systems, to recycle materials, to minimize water use and runoff, and to treat wastewater, as well as creates obligations for them to develop plans to implement these requirements and to report on their compliance. For a bill relating to data centers, we drafted provisions that would require best-in-class energy efficiency requirements for new data centers, and that would push existing centers to adopt more efficient technologies over time. We also drafted legislation that would improve disclosure of information to environmental justice communities when facilities are seeking new or renewed environmental permits.

#### LAND CONTAMINATION:

The Abrams Clinic continues to represent residents in East Chicago, IN who live or lived on or adjacent to the U.S.S. Lead Superfund site. This year, the Clinic worked closely with the East Chicago/Calumet Coalition Community Advisory Group (the “CAG”) to advance the CAG’s goals for cleanup of the USS Lead Superfund Site and the former Dupont site. We helped the CAG address a variety of legal questions, and provided strategic support as CAG members attempted to navigate difficult requirements for obtaining a government grant.

Specifically, the Clinic played a leading role in the search for a Technical Advisor, who will help the CAG interpret data released by the EPA as part of its study of groundwater on the USS Lead and Dupont sites. The CAG is able to hire a Technical Advisor using a Technical Assistance Grant that it received from the EPA last year. We assisted CAG members with the hiring process, seeking a number of qualified candidates, coordinating interviews, and providing guidance as CAG members prepared to select an Advisor. Our team also supported the CAG in submitting two public comments in response to the EPA’s proposed amendment to

its cleanup plan for Zone 1 of the USS Lead site. Of the EPA's four proposed remedies for the site of the former West Calumet Housing Complex, the CAG supported the most protective remedy. We helped the CAG push for their preferred cleanup plan through written comments, participation at public EPA meetings, and political advocacy. Beyond these major projects, our team also answered a variety of legal and practical questions based on various EPA actions and statements and on inquiries we received from CAG members. We also prepared several basic informational documents to help CAG members and other community members navigate the complexities of dealing with the EPA.

#### ENDANGERED SPECIES:

The Abrams Clinic partnered with the Center for Biological Diversity (CBD) to support their work advocating for preservation of the lake sturgeon. At the end of May 2019, the Clinic initiated litigation against the U.S. Department of the Interior and the U.S. Fish & Wildlife Service (USFWS) for their failure to respond to CBD's ESA listing petition by sending a 60-day Notice of Intent to Sue. The team also drafted the complaint in this matter, which will be submitted this later this summer if no timely response is received from the Interior or USFWS. In addition, the Clinic worked with CBD to develop an advocacy program before the Federal Energy Regulatory Commission's to ensure that lake surgeon are protected through the processes for hydropower plant licensing and relicensing.

## CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

Without doubt, our Clinic's greatest accomplishment this year was winning the a federal civil rights consent decree to remedy the Chicago Police Department's pattern and practice of civil rights violations and its practices which have fostered conditions of police impunity and inflicted incalculable harm on generations of Chicago's most disadvantaged families, especially African Americans. What is more, our community-based clients won the right enforce the decree in federal court throughout the entire life of the decree. This is the first time in U.S. history that community enforcement has ever been written into a government consent decree over a police department. The decree emerged from years of advocacy by our clinic students and clients calling on the United State Justice Department to conduct a top to bottom civil rights investigation into the Chicago Police Department (CPD). Our advocacy led to the largest civil rights investigation of a police department in the Justice Department's history, which documented Chicago's unchecked patterns of police violence, racial discrimination, and the lack of police accountability. However, the Trump administration refused to redress the



CPD's systemic civil rights violations documented by the Justice Department, and instead opposed any court oversight of the CPD. In response, Clinic students, together with individual victims of police brutality, Black Lives Matter-Chicago, the West Side Chapter of the NAACP, the Chicago Urban League, Latinx neighborhood organizations, and women's advocacy groups, did what the Trump administration refused to do: enforce the Constitution of the United States in Chicago. We sought a permanent injunction, the appointment of an independent monitor, and federal judicial oversight over the CPD—an injunction enforceable by people who have been most impacted by Chicago police abuse. After an evidentiary hearing in which our clients and students testified and submitted an eighty page brief documenting the urgent need for a decree, U.S. District Court Judge Robert Dow entered the proposed decree, appointed an independent monitor, and ruled that our clients had the right to bring direct enforcement actions under the decree. The decree holds the potential to fundamentally transform policing in Chicago and end decades of police abuse. This represents the accomplishment not just of the outstanding student team who brought this home, but also the work of our former students dating back to the founding of the Clinic who long fought to make this day a reality. It is now up to future students with our clients to ensure that the decree lives up to its potential.

Clinic students have already begun to build upon and beyond the decree to bring about needed institutional changes. For example, Mariah Garcia worked with our client partners to research and propose a series of policies to remove or limit the assignment of police to Chicago public schools; Sarah Kinter drafted an ordinance that would create direct community oversight of the CPD and police misconduct investigations; Eleni Christou drafted policies limiting the circumstances in which police officers may point guns at people; Morgan Daves Gehrls drafted transparency requirements related to police use of force and allegations of police misconduct; and David Raban has begun to establish systems to analyze data to measure CPD compliance with the decree.

The Clinic secured a \$265,000 monetary settlement to four individual clients who had been abused by Chicago police officers. Officers repeatedly shot a Black man with a Taser and then falsely charged him with assaulting the police to justify what they had done. Other officers beat and falsely arrested two Black women in a separate incident at an event outside of a nightclub. Additional officers targeted another client, a college student, for false arrest and brutality, because of his participation in a protest against Chicago police violence against African-Americans. Injunctive relief that our clients sought, including rules that prohibit CPD use of deadly force except when necessary as a last resort to prevent death or serious bodily injury, was incorporated into the Chicago police consent decree.

Another truly historic event spurred by the outstanding work of clinic students was the conviction of Chicago Police Officer Jason Van Dyke for the murder of 17-year-old Laquan McDonald. This was the first conviction of an on-duty Chicago police officer for killing a Black man, woman, or child in Chicago's entire history. To put this in proper perspective, Chicago police officers have killed an average of more than one person per week over the past thirty years. More than 75% of the people killed by Chicago police have been Black. Yet none of the hundreds of officers who killed African Americans while on duty had ever been criminally prosecuted or convicted. A video from a police car camera revealed that Officer Van Dyke shot Laquan McDonald as the boy shied away from him, that Van Dyke paused as Laquan fell to the street, adjusted his aim, and then repeatedly fired into the boy's body as he lay helpless in the street—a total of 16 shots. The Clinic first brought Laquan's killing to public attention, ultimately winning a court order securing the public release of the police video that the City and Police Department had fought to suppress and brought worldwide scrutiny to Chicago police abuse of African Americans and its machinery of denial that enabled officers to abuse Black and other disadvantaged people with impunity. Clinic students' successful petition for the appointment of a special prosecutor to investigate and prosecute Officer Van Dyke's actions and fellow officers' efforts to cover up the circumstances of Laquan's killing resulted in Van Dyke's murder conviction and the criminal indictment of three officers for participating in the cover up. Van Dyke's lenient prison sentence (also challenged by the Clinic) and a trial judge's acquittal of the three indicted officers indicate the amount of work that remains for our students to make the ideal of equal justice under the law a reality.

In other news, Clinic students' success in establishing the Citizens Police Data Project has gone worldwide. Clinic students established the legal precedent that police misconduct records belong to the public and created a public database of Chicago police misconduct records from 1967 through the present that continues to be used to free people from prison, defend individuals falsely accused of crimes, prosecute civil rights violations, support investigative reporting from New York to Los Angeles, and provide the data for a number of scholarly articles to improve knowledge. Universities and lawyers in the United Kingdom are now drawing upon our students' work to advocate for the development of a similar database there.

Graduating students, Aaron Tucek and Erica Maricich, and continuing student, Lee Stark, brought a new civil rights case in federal court challenging the wrongful conviction of our client, who at just 19-years-old was sentenced to thirty years in prison, because Chicago police detectives had tortured him into giving a false confession. As spring finals approached, Aaron and Lee drafted a powerful brief

opposing the defendants' motion to dismiss our client's case. Beth Daviess did an outstanding job presenting a claim of police torture before the Illinois Torture and Inquiry Relief Commission. Whittney Barth, even though she graduated this June, will be presenting a case before the Commission in August that will re-examine the legal definition of torture in Illinois. Shortly before her graduation, Laurel Hattix, drawing upon her two years with Kimberly Waters, working with Black high school students about their experiences with police in the Clinic's Youth/Police Project, led a workshop that trained lawyers in the public defender's office, civil rights attorneys, and community organizers on recent developments in police surveillance. Finally, clinic graduate Jeremy Chen's appellate work opposing the Fraternal Order of Police's appeal of a trial court order that released tens of thousands of police misconduct records to the public proved successful. The Appellate Court dismissed the FOP's appeal.

## EXONERATION PROJECT CLINIC

Over the last academic year alone, the Exoneration Project has exonerated 32 people—meaning their convictions were overturned on the basis of newly discovered evidence of their innocence. This includes 29 individuals in the ever-expanding scandal related to disgraced former Chicago Police Sgt. Ronald Watts and his corrupt tactical team. Each of these 29 men has since been certified innocent and received orders for state compensation related to their wrongful convictions as a result of the efforts of our students' litigation. A state court has called the scandal "one of the most staggering cases of police misconduct in the history of Chicago"—a scandal our students have and continue to expose.

In addition to exonerations, two other individuals with long prison sentences have had their convictions vacated on the basis of newly discovered evidence through the work of our students. On May 1, 2019, a court ordered Justin Black's conviction vacated on the basis of powerful new evidence pointing to an alternative perpetrator. Mr. Black served more than 11 years in prison. Just six weeks later, on June 14, 2019, an Illinois Appellate Court vacated the conviction of our client John Galvan nearly 33 years after his arrest. Our students played an instrumental role in uncovering the evidence and trial and appellate briefing for both Mr. Black and Mr. Galvan.

Our students have also gotten extensive in-court work over the last academic year. Students put on witnesses and presented argument in multiple court hearings, including for our clients Andre Brown, Bernard McKinley, and John Horton. In Mr. Horton's case, after an extensive two-day evidentiary hearing, a

Rockford court certified Mr. Horton innocent nearly 25 years after his wrongful arrest. In Mr. McKinley's case, a court greatly reduced his sentence.

Students have also written innumerable trial and appellate briefs for litigation that remains ongoing, taken affidavits or interviewed witnesses for ongoing investigations, and engaged in a host of other efforts for our clients. This includes negotiating for the release of our long-time innocent client Ricardo Rodriguez who remained in custody due to immigration-related issues despite his actual exoneration. Due to our students' creative advocacy, Mr. Rodriguez was freed this academic year and allowed to stay in the United States.

## FEDERAL CRIMINAL JUSTICE CLINIC

### FEDERAL BOND REFORM PROJECT

This year, the FCJC created a Federal Bond Reform Project that is having far-reaching local and national impact. FCJC Director Alison Siegler and Associate Director Erica Zunkel conceived of this project because we were concerned about rising federal pretrial detention rates nationwide and in Chicago. Our in-court experiences also suggested that pretrial release and detention practices in federal court in Chicago and elsewhere deviated from the legal strictures of the Bail Reform Act.

FCJC faculty and students developed a courtwatching initiative to gather data about how the federal pretrial detention system operates in practice and to determine whether our concerns were well founded. To our knowledge, this was the first courtwatching initiative undertaken in federal court anywhere in the country. Over a period of 10 weeks, students, faculty, and volunteers watched over 170 hearings—nearly every bond-related hearing in federal court in Chicago. We gathered and logged detailed information about each hearing and about the demographics of the participants. We gathered quantitative data about a variety of questions, including whether defendants were being detained without a statutory basis, whether the government was requesting detention for reasons not authorized by the statute, and whether defense counsel was zealously advocating against detention using the full statutory arsenal.

The courtwatching initiative was largely conceived and executed by FCJC students. During the preliminary research and planning stage, the student team developed a general framework for collecting data about bond practices. The students identified research questions, created training protocols for volunteers, developed an administrative infrastructure for identifying and documenting

hearings, and situated the project within a broader policy framework. The students also recruited 70 volunteers from the law school and the greater university community to participate as courtwatchers. Prospective volunteers were required to attend a total of three hours of training, and the student team presented those trainings alongside faculty.

The courtwatching initiative revealed some troubling trends in the federal pretrial detention system in Chicago. We discovered that the U.S. Attorney's Office frequently requests detention on grounds not authorized by the bond statute. We also found that, in some cases, clients were being detained without a statutory basis. The detention rate for non-citizen clients was especially high, in part because defense attorneys rarely requested bond in such cases.

Another goal of our Bond Reform Project was to implement best practices in the bond arena. To assist the defense bar in litigating pretrial detention issues in writing, students researched and drafted numerous template bond motions. To help the defense bar litigate bond issues orally, students drafted checklists and flowcharts for use in court. We disseminated these motions and documents to the Chicago Federal Defender, the broader Chicago federal criminal defense bar, and to Federal Public Defenders around the country. The FCJC also conducted a CLE training on bond for over 80 Federal Defenders and federal criminal defense attorneys in Chicago, where students orally presented our courtwatching data. Professor Siegler conducted similar trainings at the National Conference for Chief Federal Defenders in February 2019 and the National Seminar for Federal Defenders in May 2019.

To engage other stakeholders in the conversation about federal bond reform, Professor Siegler presented our data to federal judges and attorneys at the Seventh Circuit Judicial Conference. FCJC faculty also met with additional stakeholders in the federal system in Chicago, including many of the federal magistrate judges and the First Assistant U.S. Attorney.

The Bond Reform Project is changing pretrial detention practices in Chicago and beyond. Defense attorneys are filing our template motions and winning release for clients who otherwise might not have been freed. Prosecutors in Chicago have changed their practices and are increasingly basing their detention requests on factors explicitly authorized in the statute. And federal magistrate judges are issuing orders and opinions that focus on the bond statute's legal requirements.

## STASH HOUSE IMPACT LITIGATION

From 2014 through 2018, the FCJC spearheaded complex, nationally-recognized systemic litigation on behalf of 43 indigent criminal defendants in Chicago who

were charged in twelve federal criminal “stash house” sting cases, before nine U.S. District Court judges.<sup>8</sup> Professors Siegler, Miller, and Zunkel supervised students who 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 for 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’s groundbreaking litigation resulted in dramatically lower sentences for scores of clients and changed discovery law in the Seventh Circuit and beyond.

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

In 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.

When the FCJC began this litigation, our clients were facing 15–25 year mandatory minimums and far higher sentences under the Sentencing Guidelines. In the wake of the evidentiary 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).

The litigation concluded during the 2018-2019 academic year, resulting in time-served sentences for many of our 43 clients and substantially below-Guidelines sentences for the rest. Clients on bond were allowed to remain in the community,

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<sup>8</sup> 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 in custody were promptly released, and our clients collectively were spared hundreds of years in prison. FCJC faculty and students directly handled several of the sentencings, and coordinated with the other defendants and their attorneys. Under the supervision of Professors Siegler and Zunkel, and Lecturer in Law James DuBray, FCJC students worked tirelessly to prepare outstanding oral and written sentencing presentations for their clients, focusing in particular on the clients' impressive post-offense rehabilitation and the questionable way in which they were targeted by the ATF. All of the FCJC's clients were given sentences of "time served," a dramatic reduction from the 15–25 year minimums they were originally facing. The chart at [this link](#) depicts some of these incredible outcomes. During one sentencing, Judge Gettleman issued an opinion "express[ing] this court's disgust with the ATF's conduct in this case." *United States v. Paxton*, 2018 WL 4504160, at \*2 (N.D. Ill. Sept. 20, 2018).

In all, the Stash House litigation was a resounding success. When the FCJC first took on these cases pro bono, no one in the country had successfully litigated a systemic selective prosecution or enforcement challenge. As a result of the FCJC's litigation, the Seventh Circuit, Third Circuit, and Ninth Circuit instituted lower standards for defendants seeking discovery regarding racially selective law enforcement. In addition, the U.S. Attorney's Office and the ATF entirely stopped bringing stash house cases in Chicago and in other districts around the country, and all 43 clients who participated in our litigation received sentences far below the decades they otherwise would have served behind bars.

## APPEAL

A team of FCJC students supervised by Associate Clinical Professors Judith Miller and Erica Zunkel handled a Seventh Circuit appeal on behalf of a long-standing FCJC client. This vigorously contested case followed years of extensive pretrial litigation and the first trial in FCJC's history.

In briefing the appeal, a team of FCJC students mastered an unusually large number of highly complicated issues. Building on four years of prior students' research and writing, the appellate team developed seven serious constitutional and evidentiary arguments. Each question required synthesizing reams of legal research with the multi-year district court record.

None of the legal issues were straightforward, making the students' achievements all the more notable. The constitutional questions required confronting multiple circuit splits dating back to the early twentieth century. A "reasonable suspicion" argument addressed an issue of first impression in this circuit, and required distinguishing that argument from the other potential reasons

our client was stopped. And our “right to present a defense” and “right to a unanimous jury” arguments required finding a clean line through unclear and inconsistent case law. The evidentiary matters posed the unusual question of how to understand deference to a visiting district court judge who admits he is unfamiliar with the record developed by the original judge.

Students also prepared for oral argument, honing the lengthy briefing into concise points and participating in moots. At argument, the government conceded error on part of one issue and further conceded that it had no case law to support one of its evidentiary claims. We are currently awaiting a decision from the Seventh Circuit. A victory will mean dismissal or a re-trial. A loss could mean filing a petition for certiorari on one of the multiple circuit splits the case implicates.

#### DISTRICT COURT LITIGATION: SUPPRESSION MOTIONS

The FCJC partnered with a local criminal defense attorney to successfully suppress a client’s statements as violating *Miranda*, and also as involuntary under the Fifth Amendment.

A video of our client’s interrogation recorded the federal agents’ inexplicable choice to free-lance their own version of the *Miranda* warnings in lieu of the pre-printed warnings sitting on the table in front of them, resulting in omitted, misleading, contradictory, and incoherent warnings. The video also showed the agents ignoring the client’s repeated requests for counsel, and interrogating the client even though he told them at least thirteen times that he did not understand what was going on.

Despite these issues, the government initially refused to concede that the agents had violated our client’s *Miranda* rights. Under the supervision of Professor Miller, a team of FCJC students consolidated the issues into a thirty-page motion to suppress that co-counsel called the best suppression motion he had ever seen. As a result of this motion, the government ultimately conceded that the interrogation had violated *Miranda* in lieu of filing a response brief. The government insisted, however, that the interrogation was nonetheless voluntary and therefore could be used against our client for impeachment purposes. After a second round of excellent student briefing arguing that the interrogation was involuntary, the government again conceded the issue rather than file a response. Concessions such as these are exceedingly rare, and in this instance were directly attributable to the students’ stellar work.

#### DISTRICT COURT LITIGATION: TRIAL CASE

The FCJC also partnered with co-counsel for a federal drug conspiracy trial. Under the supervision of Professors Zunkel and Miller, a team of FCJC students



drafted innovative motions, uncovered extraordinary facts, and prepared for trial itself. Three students were prepared to stand up in court at trial before the case was unexpectedly continued to the fall.

## 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.

One notable project this year was the clinic's work to preserve the South Chicago YMCA on 91<sup>st</sup> Street in Chicago. The YMCA had operated at that location for 90 years, but was going to permanently close its doors due to declining membership and \$3 million in needed renovations. The clinic represented Claretian Associates ("Claretian") in structuring a joint venture with another nonprofit developer, the Preservation of Affordable Housing ("POAH"), to acquire and renovate the South Chicago YMCA.

Claretian Associates is a longtime member of the South Chicago community and is the only nonprofit housing developer based in South Chicago. Since 1991, Claretian has developed over 140 units of affordable housing for low-income families and seniors. In addition to developing and improving South Chicagoans' access to affordable housing, Claretian also pursues partnerships and initiatives in employment, safety, the arts, and environmental awareness in an effort to engage in comprehensive and sustainable community development.

Claretian undertook the acquisition and renovation of the YMCA – now called the Salud Center – through a partnership with POAH and with financing support from HUD. In addition to providing much needed affordable housing for the community, the Salud Center will feature wellness services provided by Claretians to residents and the general community. There are also future plans to secure low income housing tax credits and other financing for capital improvements that will ensure that the Salud Center provides such resources for many years to come.

Clinic students participated in multiple rounds of negotiation and drafting to finalize the joint venture agreement between Claretian and POAH. Students also drafted the form lease agreement for Claretian to use with future service providers for the Salud Center community space. Students also had the opportunity to tour Claretian's redevelopment area in South Chicago.

Many law students provided assistance to the project over the time of the clinic's involvement, under the direction of Clinical Professor Jeff Leslie, including Nicole Alvarez, '20, Will Reeves, '20, and Tarra Thiessen, '19.

## INNOVATION CLINIC

The Innovation Clinic enjoyed a very successful year advising its clients on a range of legal and regulatory matters arising in the course of their businesses. This year, the Innovation Clinic represented start-up clients from across the University, including companies founded by faculty in other graduate programs, Innovation Fund and New Venture Challenge finalists, and companies founded by current students at the Law School, the Booth School of Business and the undergraduate program. The Innovation Clinic also represented start-up clients outside of the University ecosystem that came to the Innovation Clinic by word of mouth or that were founded by alumni of the University or one of its graduate programs. The Innovation Clinic gave this year's students the opportunity to represent clients in a wide array of industry verticals. Students provided legal services to entities in digital advertising, office services, social media, manufacturing and industrial products, e-learning, beauty and cosmetics, medical devices, retail, sports, and blockchain, among others.

In addition to its start-up clients, the Innovation Clinic also advised venture capital firms both in Chicago and elsewhere in the United States as to current regulatory issues implicating their portfolio companies and potential investment opportunities. These projects gave students the opportunity to understand how regulatory changes and barriers impact a venture capitalist's decision of whether to invest in an entity, and how venture capitalists handicap the risk associated with such regulatory developments (or lack thereof).

The Innovation Clinic is grateful to all of its clients for continuing to provide its students with challenging, high-quality legal work that allows students to work hand-in-hand with CEOs and managing partners of investment firms in tackling their cutting edge structuring and legal issues. Students this year gained invaluable exposure into the mindset of an entrepreneur and common inflection points for start-ups and venture capital firms, equipping these students to be highly effective advocates and partners for future clients immediately on entry into their respective practices following graduation.

A representative sample of projects undertaken by the Innovation Clinic this year includes:

## CONTRACT DRAFTING AND NEGOTIATION

Formed legal entities and drafted initial, or revised existing, founders' or operating agreements, or bylaws, for several clients, including consulting on structural decisions as to equity allocations, voting rights, distributions and contributions, and drafting language to address those considerations

Prepared equity incentive plans and subscription agreements, and negotiated and documented a founder buyout

Prepared privacy policies and terms of service for new social media apps and online retailers

Drafted forms of independent contractor agreements, sponsorship agreements, resale agreements and non-disclosure agreements

## POLICY AND REGULATORY RESEARCH

Researched and prepared memoranda for clients regarding the European General Data Privacy Regulation and made recommendations as to best practices for compliance

Researched and prepared memoranda regarding the application of federal and state securities laws, as well as FinCEN regulations, to companies in nascent industries, including with respect to initial coin offerings

Advised clients as to employee misclassification risk and best practices in structuring independent contractor relationships

Advised clients as to applicability of newly-introduced tariffs on goods imported from China and Mexico

Advised clients as to structuring considerations for Qualified Opportunity Zone Funds

## SPEAKING ENGAGEMENTS

Presented at the Chain Reaction Innovations Incubator at Argonne National Laboratories, discussing intellectual property considerations for start-ups, non-disclosure agreements and choice of entity and formation concerns

## OTHER

Assisted clients desiring to qualify to do business in different states

Assisted clients in obtaining d/b/a names

We are again grateful to our clients for the success we enjoyed in 2018-2019 and look forward to another exciting and productive year in 2019-2020!

## 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 2018-19 through our in-depth representation of low-income entrepreneurs, advocacy for economic liberty, and legal programming for small businesses throughout the city. To celebrate its 20th anniversary, we launched a listening tour to hear from Chicago entrepreneurs about their greatest accomplishments and their greatest legal challenges. Listen to the podcast *How's Business?* to hear some of the inspiring stories of local small business owners. They provide the clearest explanation for why the IJ Clinic's lawyers and students are a vital resource.

In the past year, the IJ Clinic guided clients through major milestones. Tea Squares, which produces caffeinated snacks and other food in the South Shore neighborhood, secured its trademarks and built out its space for more production. The Street Vendors Association of Chicago negotiated with the city to revise the regulations that apply to pushcart vendors and to shepherd vendors through the licensing process, all while operating a nonprofit and a shared kitchen. Nature's Little Recyclers, a vermicomposting company, encountered major obstacles when the city ordered it to stop composting on land that it was preparing for community gardens, because the land was of course in the community and not in an industrial zone. Our newest client, YJ Lacour, developed its financing, prototyping, and manufacturing relationships, and launched its line of cutting-edge leather sneakers. Through each of these challenges and achievements, 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 are a voice for reform of the old Chicago Way, which makes it so hard for entrepreneurs to start up. As the new mayor has begun her term, we have had the opportunity to advise the administration on reform strategies. Crain's Chicago Business published several of our op/eds, including one by a student. In addition to our work for clients like the Street Vendors Association of Chicago and Nature's Little Recyclers, we helped build coalitions around licensing mobile boutiques and streamlining sign permits.

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. Finalists in 2018 included an online store for products from Africa, a platform that landlords can use to reward long-term renters by helping them save money, and a new invention that helps women who suffer from incontinence.

## INTERNATIONAL HUMAN RIGHTS CLINIC

This year the International Human Rights Clinic continued its work to promote social and economic justice through advocacy, analysis and enforcement of international human rights law. Clinic project work focused on prisoners' rights in the U.S., global surrogacy practices, internet access in South African schools, military commissions at Guantanamo Bay, the employment of domestic workers by diplomats, and use of force by the police in Nigeria. Students conducted fact-finding missions in Cambodia, South Africa and the United States. The clinic's primary clients were the United Nations Office of the High Commissioner for Human Rights (OHCHR), legal counsel for a detainee at Guantanamo, the American Civil Liberties Union and a coalition of non-profit organizations in South Africa. The clinic also provided advice and support to journalists in Honduras seeking to expose government corruption as well as the Cook County Public Defender's office in exploring the possibility of representing undocumented immigrants in immigration proceedings. Below are some highlights of the clinic's work this past year.

First, the clinic continued its ongoing work on advocating for reform in the apprehension and detention of immigrant children at the U.S. border with Mexico. The clinic's 2018 report, *Neglect and Abuse of Unaccompanied Children by U.S. Customs and Border Protection*, co-authored with the ACLU, documents the experiences of migrant children (often asylum-seekers) who suffered verbal, physical and sexual abuse from CBP officials. In the past year, the report, as well as IHRC's faculty director, Claudia Flores, have been featured in the ACLU's litigation on this issue as well as profiled in media outlets including ABC, NPR, Chicago Tribune, Washington Post, and Al Jazeera, among others. Also in the past year, the government appealed a portion of the ACLU's district court win on the FOIA litigation that yielded the documents on which the IHRC/ACLU of San Diego report relied. The IHRC report was cited in the ACLU's Answering Brief (filed with the Ninth Circuit in December 2018). Oral argument was held in San Francisco in May 2019.

The Clinic conducted a fact-finding mission to Cambodia in support of research undertaken on behalf of the OHCHR to assist the OHCHR in developing its position on gestational surrogacy. The Clinic drafted and published a report titled *Human Rights Implications of Global Surrogacy*, which was presented to the OHCHR, representatives from the World Health Organization (WHO), as well as members of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Committee in Geneva. The growth of the gestational surrogacy industry in the last few decades has raised concerns about the human rights of the parties involved. Partly due to those concerns, several of the countries where surrogacy was once widespread have recently prohibited the practice. Yet the human rights implications of surrogacy are highly complex, and it is far from clear that a global surrogacy prohibition is the best or even most feasible way to address rights concerns. The report considers the practice of surrogacy at a global level, as well as in the domestic country context, using Cambodia as a case study. It aims to advance an understanding of the human rights impact of laws, policies and practices around surrogacy.

In collaboration with three civil society organizations in South Africa—AltAdvisory, Acacia Economics, and the Right2Know Campaign—the Clinic conducted in-country fact finding and drafted a public report on access to the internet in South African schools. The divide in education quality created by apartheid persists and corresponds to a ‘digital divide’—a divide between those who have access to electronic information and communications technology (ICT) and those who do not. To bridge this divide, the South African Government has attempted to implement connectivity plans with a special focus on schools. The Clinic conducted research to identify the scope of the problem, the impact of the digital divide on students, as well as research to evaluate implementation of existing government policies on connectivity. Clinic faculty and students traveled to South Africa and visited schools in the rural regions of Limpopo, conducting interviews with principals, teachers and students on internet access and its role in promoting the students’ right to education. Clinic team members also met with relevant government stakeholders in Johannesburg and Pretoria, as well as representatives of regulatory agencies, service operators, and civil society engaged on these issues.

The Clinic also worked with the ACLU Human Rights Program and Women’s Rights Project on a submission to the Inter-American Commission on Human Rights on the rights of domestic workers of diplomats in the United States. Nearly ten years ago, the ACLU submitted the initial petition to the Inter-American Commission on Human Rights (IACHR) identifying the human rights violations of domestic workers that have resulted from the immunity granted to diplomats

when it comes to treatment of their workers and the lack of administrative measures adopted to remedy the existing imbalance of power. The US Government finally responded to the petition last year. The Clinic worked with the ACLU to draft a response to the State Departments submission, analyzing developments in law and policy over the last ten years. The response was submitted in May 2019. We made a request for oral hearings on the case.

The Clinic drafted a memo for the Law Office of the Cook County Public Defender to inform their internal deliberations on whether the PDs office could provide representation at immigration detention hearings. The Clinic reviewed empowering legislation, as well as existing programs offered by the Bronx Defender and the San Francisco Public Defender to analyze the feasibility of and policy considerations for establishing such a unit within the Cook County PDs office. The memo drafted by the Clinic was shared at a meeting between the Public Defender and members of the Resurrection Project, the Westside Justice Center and Illinois Business Immigration Coalition. Members of President Preckwinkle's staff were informed of the Public Defenders visions and the legal and policy analysis, and appropriations to staff an immigration detention hearing representation unit will be requested in the FY 2020 budget.

## JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

The Jenner & Block Supreme Court and Appellate Clinic worked on a number of significant cases in the U.S. Supreme Court and U.S. Court of Appeals for the Seventh Circuit this year.

### U.S. SUPREME COURT CASES

During the 2018-19 academic year, the Clinic represented parties in two Supreme Court cases and amici curiae in two Supreme Court cases.

First, the Clinic currently is co-counsel for Respondent Patrick Dwayne Murphy in *Carpenter v. Murphy*, Case No. 17-1107. The question presented is whether Congress disestablished the reservation of the Muscogee (Creek) Nation in Oklahoma. The parties have briefed and argued the case, and also have submitted supplemental briefing as ordered by the Court. The Court recently scheduled the case for re-argument during its 2019 Term.

The Clinic also was co-counsel for the Respondent in *McDonough v. Smith*, Case No. 18-485. At issue was when a claim for "fabricated evidence" under 42 U.S.C. §1983 accrued for statute of limitations purposes. The courts below held that the

claim was untimely, concluding that the limitations period began to run when the evidence was used. In a 7-2 decision, the Court held that the limitations period did not begin to run until the Petitioner's acquittal, and therefore reversed.

In addition, the Clinic was co-counsel on two important amicus briefs. The Clinic co-authored an amicus brief in support of the Respondent in *The American Legion v. American Humanist Association*, Case No. 17-1717. At issue in the case was whether the government violated the Establishment Clause by maintaining a 40-foot-tall Latin Cross as a memorial to those who gave their lives for the United States in World War I. The Clinic's brief argued that the Latin Cross does not commemorate or honor the sacrifice of Jewish soldiers who, with equal devotion, gave their lives for the country. The Clinic's amicus brief was cited in a concurring opinion and a dissenting opinion in the case.

The Clinic also co-authored an amicus brief in support of the Petitioner in *Kahler v. Kansas*, Case No. 18-6135. The question presented is whether the Eighth and Fourteenth Amendments permit a state to abolish the insanity defense. The Clinic's brief argued that abolition of the insanity defense is incompatible with the Anglo-American legal tradition and with commonly-accepted rationales for punishment. The case will be argued during the 2019 Supreme Court Term.

All of the Clinic's students worked on these Supreme Court cases – from researching legal issues, to assessing potential arguments, to drafting and editing briefs, to preparing for oral argument.

## SEVENTH CIRCUIT CASES

The Clinic won an important Seventh Circuit appeal in *Pennewell v. Parish*, et al., Case No. 18-3029. The Clinic's client, James Pennewell, entered prison blind in one eye, and then became legally blind in his other eye while incarcerated. He claimed that prison medical providers were deliberately indifferent to his medical needs – including treatment for a detached retina – in violation of the Eighth Amendment. On appeal, the Clinic argued that the district court erred both in refusing to recruit counsel for Mr. Pennewell (who proceeded pro se throughout the district court proceedings) and in granting summary judgment to the defendants. The Seventh Circuit vacated the judgment and remanded the case with instructions to recruit counsel for Mr. Pennewell. In its published opinion, the Seventh Circuit explained that the district court had abused its discretion in holding that, based on his adequate pleadings, Mr. Pennewell was competent to litigate the case without counsel. The Clinic's students researched and wrote the opening and reply briefs, and Clinic student Eric Petry, '19, argued the case before the Seventh Circuit panel of Judges William Bauer, Daniel Manion, and Ilana Rovner.



In addition, the Clinic currently is representing two petitioners-appellees in habeas corpus appeals before the Seventh Circuit. The Seventh Circuit has not yet decided those appeals.

## KIRKLAND & ELLIS CORPORATE LAB CLINIC

The Kirkland & Ellis Corporate Lab successfully completed in excess of 100 projects during the 2018–2019 academic year in collaboration with a wide range of companies, including Abercrombie & Fitch, Accenture, Allstate, Archer Daniels Midland, 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).

Additionally, the Lab engaged several new clients, including Crate & Barrel, Pier 1 Imports and A.T. Kearney.

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

Drafted director and officer questionnaire to be used in conjunction with a publicly-traded corporation’s board of director nominations in its proxy statement

Reviewed a multi-national corporation's bylaws as compared to those of its peers and drafted revisions based on the resulting findings

Reviewed and commented on the risk factors section of a publicly-traded company's 10-K and worked with the client's in-house legal team to revise accordingly

#### POLICY RESEARCH

Drafted a white paper for a large device manufacturer on various intellectual property ownership issues arising from algorithms developed by machine learning using customer data

Drafted a memorandum for a global manufacturer on the state of laws governing the use of automated decision making in analyzing employment applications

Drafted a memorandum for a multi-national corporation on best practices for conducting internal investigations and drafted accompanying training materials

Researched and advised on the environmental risks associated with a national retailer opening a new location

#### CONTRACT DRAFTING

Reviewed and commented on a healthcare company's distribution agreement in connection with a potential European investment

Drafted the terms and agreements section of a national retailer's website and in-store wireless internet click-wrap

Drafted licensing, consulting, and settlement agreements for various large corporations

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);  
Scott Falk, Neil Hirshman, Sean Kramer, Joe Graham, 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 (K&L Gates), David Brown and Brian Krob (Nixon Peabody);  
Charles Edwards (DLA Piper);  
Mike Weitz and Dave Hales (Lazard);  
Brian Crotty and Brendan Heneghan (IBM);  
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).

In addition, the Lab hosted the eighth annual Transactional Challenge for rising second-year law students to provide exposure to corporate practice during the first law school summer. Over half of the rising second-year class registered for the Challenge, which allows students to compete in a series of real-world corporate transactional exercises. The Challenge also gives participating students an opportunity to network with senior in-house counsel and law firm partners as part of several post-Challenge events.



# FUNDS AND ENDOWMENTS

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## PROFESSORSHIPS

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

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

**The Thomas A. Cole – Sidley Austin Distinguished Visiting Professorship in Business Law** was established in 2014 by Thomas Cole (J.D. 1975) and the firm of Sidley Austin LLP to support a distinguished scholar of business to participate in the Law School's business law efforts, including the Doctoroff Business Leadership Program.

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

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

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

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

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

**The David Greenbaum and Laureine Knight Distinguished Visiting Professorship in Law** was established by David R. Greenbaum (J.D. 1976) and Laureine Knight in 2012 to support a visiting legal scholar from Israel.

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

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

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

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

**The Arthur and Esther Kane Research and Teaching Chair Fund** was established in 2014 by Arthur (A.B. 1937, J.D. 1939) and Esther Kane to provide support for two faculty members at the Law School. One faculty member shall be designated the Arthur and Esther Kane Research Chair and the other shall be designated the Arthur and Esther Kane Teaching Chair. Such designations shall be made for a period of years to be determined by the dean of the Law School.

**The Kirkland & Ellis Professorship in Law** was established in 1984 by members of the law firm of Kirkland & Ellis LLP and its partner Howard G. Krane (J.D. 1957).

**The Howard G. Krane Distinguished Visiting Professorship in Business Law** was established in 2015 by Hilary Krane (J.D. 1989) and George Bulkeley (Ph.D. 1992) and Marie and Robert Bergman (LAB 1967), in honor of Howard G. Krane

(J.D. 1957). The fund will provide support for a visiting professor in the Law School who has attained distinction in the field of business law.

**The Julius Kreeger Professorship in Law and Criminology** was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband Julius Kreeger (J.D. 1920).

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

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

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

**The Seymour Logan Professorship in Law** was established by Mrs. Seymour Logan and the Logans' children as a memorial to Seymour Logan (J.D. 1944).

**The Michael J. Marks Professorship** was established in 2008 by a bequest from the estate of Michael 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 Peter A. Altabef 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 Endowed 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 and 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 Fellowship 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 their 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 McQuistion Scholarship Fund** was created in 1986 from the estate of Victor McQuistion, a member of the Class of 1921, by his widow Ethel McQuistion. 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 Momtazee Scholarship Fund** was established in 2019 by John Momtazee (J.D./M.B.A. 1997) and Dr. Callene Momtazee (A.B. 1995, A.M. 1997) to provide scholarships students in the joint J.D. and M.B.A. degree program.

**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 Ritchie Family Scholarship Fund** was established in 2018 by Stephen Ritchie (J.D. 1988) and Miriam Rosenberg Ritchie (J.D. 1989) to provide scholarship support for deserving students at 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 George J. Stigler Fund**, established in 1982 by George P. Shultz, is awarded to students in the academic areas where Stigler's activities have been influential, namely, Business School, Law School, and the Department of Economics.

**The Stonewall Scholarship Fund** was created in 1989 and is awarded to a Law School student who is likely to use their 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.

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

**The Wang & Yan Scholarship Fund** was established in 2018 by Paul Weidong Wang (L.L.M. 1994, J.S.D. 1999) to provide 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 Kraus-Weigle Fund** was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The fund supports students and graduates of the Law School who pursue careers dedicated to the public interest, in government, non-profit organization, or comparable employment, with preference to those working toward the protection of the rights and welfare of children.

**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 Law School Public Interest Fund** was established in 2019 by Peter Kolker (J.D. 1966) to provide support for students pursuing public interest opportunities at the Law School.

**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 Jonathan L. Mills Fund** was established in 2014 at the direction of Jonathan L. Mills (J.D. 1977). The fund is to be used to provide support for the work of the Abrams Environmental Law Clinic.

**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 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 their 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 Cluster Mamolen Teaching and Research Scholars Fund** was established in 2015 through a bequest from Mark C. Mamolen (J.D. 1977). The fund assists in providing teaching and research support for the faculty.

**The Walter Mander Teaching and Research Scholars Fund** was created in 2005 by Charles Wolf (J.D. 1975) in honor of his uncle, Walter Mander.

**The Mayer Brown Endowed Faculty Research Fund** was established in 1986 by members of the law firm for the support of faculty research.

**The McCormick Companions' Fund** was established by Brooks McCormick Jr. to promote the study of animal rights at the University of Chicago Law School.

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

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

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

**The Russell J. Parsons Faculty Research Fund** was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after 37 years of service.

**The George J. Phocas Fund** was established in 1994 by Mr. Phocas (A.B. 1950, J.D. 1953) to support faculty research. The proceeds of the fund support research in the field of private international law.

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

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

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

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

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

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

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

**The SNR Denton Fund**, formerly the Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in

honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

**The Leonard Sorkin Faculty Fund** was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in honor of Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

**The Paul J. Tierney Clinical Program Fund** was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

**The Weil Faculty Research Fund** was established in 2014 by Richard (J.D. 1989) and Britney Weil to provide support for faculty research at the Law School.

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

**The Ludwig and Hilde Wolf Teaching and Research Scholar Fund** was established in 2009 by Charles Wolf (J.D. 1975) to provide support for a faculty member of the Law School.

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

## DEAN'S DISCRETIONARY AND OTHER FUNDS

**The General Counsel Forum Fund** was established in 2017 by the law firm of Bartlit Beck Herman Palenchar & Scott LLP, and several of its partners, to provide expendable, annual support for the General Counsel Forum at the Law School.

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

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

**The Class of 1962 Photo Archive Fund** was established in 2017 by the Class of 1962 on the occasion of their 55<sup>th</sup> “Double-Nickel” reunion. The fund provides support for the Law School’s photographic archives.

**The Stephen C. Curley Fund** was created in 1993 by Stephen C. Curley (J.D. 1969) in honor of his firm and in celebration of his 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 be used for the promotion of qualities of integrity, fidelity, and humility within the legal community.

**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. Wiser 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 Martha C. Nussbaum Fund** was established in 2018 by Martha C. Nussbaum to support the Martha C. Nussbaum Student Roundtables at the University of Chicago Law School.

**The Elmer M. Heifetz Legacy** was established in 2001 by Harriet Heifetz in memory of her husband Elmer (J.D. 1937), to be used for the promotion of qualities of integrity, fidelity, and humility within the legal community.

**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 Wachtell, Lipton, Rosen & Katz Program in Behavioral Law, Finance, and Economics** was established in 2016 by the law firm Wachtell, Lipton, Rosen & Katz. The goal of this program is to bring academic rigor and cutting-edge methods to understandings of behavioral economics and how they influence law and finance.

**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 1995 Scholarship Fund** was established by members of the Class of 1995 in honor of their 20th Reunion to provide scholarships 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 2019-20

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## AUTUMN QUARTER

September 9-13: JD Pre-Orientation  
September - 19-23: JD Orientation  
September 11-22: Intensive Trial Practice Workshop  
September 25-27: Kapnick Initiative Events for Class of 2022  
September 23-27: LLM Orientation  
October 2: Autumn Quarter Classes Begin  
October 21-22: Autumn Break (Law School Open)  
November 27-29: Thanksgiving Break  
December 10: Last Day of Autumn Quarter Classes  
December 11-12: Reading Period  
December 13-19: Autumn Quarter Exams  
December 20-January 5: Winter Break

## WINTER QUARTER

January 6: Winter Quarter Classes Begin  
January 20: Martin Luther King, Jr. Day (Law School Closed)  
March 6: Last Day of Winter Quarter Classes  
March 9: Reading Period  
March 10-14: Winter Quarter Exams  
March 16: Spring Break Begins

## SPRING QUARTER

March 30: Spring Quarter Classes Begin  
May 22: Last Day of Spring Quarter Classes for Non-1L Students  
May 25: Reading Period for Non-1Ls  
May 25: Memorial Day  
May 26-30: Exam Period for Non-1Ls  
May 28: Last Day of 1L Spring Quarter Classes  
May 29: 1L Elective Exam  
May 30-31: Reading Period for 1Ls  
June 1-5: 1L Exams - Required Classes  
June 13: Convocation and Diploma & Hooding Ceremony

For the most accurate and up-to-date calendar information, please see  
[www.law.uchicago.edu/students/academiccalendar](http://www.law.uchicago.edu/students/academiccalendar).