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University of Chicago Law School  
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Fall 2020

## Law School Announcements 2020-2021

Law School Announcements Editors

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### Recommended Citation

Editors, Law School Announcements, "Law School Announcements 2020-2021" (2020). *University of Chicago Law School Announcements*. 133.

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# THE UNIVERSITY OF CHICAGO

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## THE LAW SCHOOL

### ANNOUNCEMENTS

Fall 2020



Effective Date: September 1, 2020

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

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Thomas Cole	Martin Jacobson
Stephen Cowen	James Junewicz
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Claudia Flores, B.A., J.D., Associate Clinical Professor of Law and Director, Global Human Rights Clinic

Craig B. Futterman, B.A., J.D., Clinical Professor of Law

Nicole Hallett, B.A., M.S., J.D., Associate Clinical Professor of Law and Director, Immigrants' Rights Clinic

Sarah Konsky, B.S., J.D., Associate Clinical Professor of Law and Director, Supreme Court and Appellate Clinic

Jeffrey Leslie, B.A., J.D., Clinical Professor of Law, Director, Clinical and Experiential Learning, Paul J. Tierney Director, Housing Initiative, and Faculty Director, Curriculum

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

## FACULTY FROM OTHER SCHOOLS/DIVISIONS

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## LAW SCHOOL COUNCIL

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# THE LAW SCHOOL

## ANNOUNCEMENTS 2020-21

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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 on 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, 2020. 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. Traditionally, the law school offers three LLM only courses: Writing & Research in the US Legal System, Constitutional Law for LL.Ms, and Contracts for LL.Ms. Due to changes in visa requirements and the New York Bar for the 2020-2021 academic year, we have added three LLM only classes: US Corporate Law, Civil Procedure for LL.Ms, and Introduction to American Law & Legal Systems. All LLM students are required to enroll in one of these three new LLM only courses; Outside of these specific courses, 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 80 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. In addition, for the 2020-2021 academic year, we will also accept the TOEFL ITP Special At Home Edition. A minimum total score of 104 overall of the TOEFL is required. Minimum required scores on the IELTS are an overall score of 7.5 and sub scores of 7 each. 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, Ghana, Nigeria, 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 **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 **Center on Law and Finance** has two primary objectives. The first is to advance the research and understanding of how law interacts with – and shapes – financial systems. Leveraging the strength of the University in the fields of law, finance, and economics, the Center on Law and Finance takes the next step to be the intellectual leader on tomorrow’s core legal issues in finance—issues across a range that includes distressed investments, negotiated reorganizations, venture capital structuring, investor activism, litigation finance, and valuation disputes. The second objective is to connect our research concretely to the real world. Continuing the Law School’s commitment to the practical application of legal theory, the Center holds events that foster a meaningful dialogue between academics and practitioners. The academy is at its best when it translates scholarly work into useful information for practitioners. At the same time, the best research will be deeply informed by the experience of and insight from practitioners in the field. With the launch of the Center in 2019, we anticipate a yearly schedule of conferences, roundtables, speaker events, and seminars on various topics. These events will be designed to highlight and produce great scholarship at the Law School and to connect our faculty and alumni to each other and to other leaders in these fields.

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 Frank Easterbrook, Richard Epstein, William Landes, and Richard Posner. New generations 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. The faculty teach and write in many areas of the law where law and economics has long been influential, including contract and commercial law, intellectual property law, bankruptcy, corporate law, antitrust, international trade, and civil procedure. 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, banking regulation, taxation, environmental law, international law, housing law, consumer 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. Professor Omri Ben-Shahar, renowned contract law scholar, is the faculty director of the Coase-Sandor Institute.

Created in 2020, the **Constitutional Law Center** will support research and scholarship on longstanding constitutional issues as an integral part of the Law School's scholarly and research mission. The Center also shares the Law School's commitment to free speech and intellectual inquiry that is independent of partisan fashions. The Center will promote rigorous analysis of constitutional issues and

then share those ideas more broadly with the general public. The Center will host events, activities, and visitors throughout the coming years.

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 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 and Alison LaCroix.



# 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 J.D. 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.

Students who believe they need to miss class for an extended period must speak with the Dean of Students. Students should also speak with their instructor regarding an extended absence as appropriate.

Absences related to job interviews or other career related matters will not count as excused.

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.

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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.

## J.D. PROGRAM OVERVIEW

### *The First Year*

Students in the first year start with a prescribed program in the first two quarters covering five principal branches of the law—contracts, torts, property, criminal law, and civil procedure—plus a longstanding course unique to the Law School called Elements of the Law. Instruction in these courses primarily centers on class discussion of judicial decisions (known as the “case method”). In addition to providing a general foundation of legal knowledge, this program is intended to cultivate legal reasoning skills, foster an understanding of the development of the law through precedent, and teach an appreciation for the behavioral consequences of legal rules. Elements also considers the relationship of legal issues to other fields of thought such as philosophy, economics, and political theory.

In the Spring quarter, 1Ls will take a slate of four courses that include one class on constitutional law, one class on legislation and statutory interpretation, one class on transactional lawyering, and one general elective. The constitutional law class will be chosen from a menu of three options: (1) Constitutional Law I, which covers constitutional structure, separation of powers, and federalism; (2) Constitutional Law III, which covers the individual rights of equal protection and due process; and (3) Criminal Procedure I, which focuses on constitutional rights at issue in criminal investigations, i.e. searches, seizures, and interrogation.

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

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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.

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 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. Students are also encouraged to take classes that will expose them to today's important social issues such as racial justice, gender equality, sexuality, immigration, and poverty. 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
- Immigrants' Rights Clinic
- Global 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 multiple 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 are hired to 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 participating in a clinic that is part of the Edwin F. Mandel Legal Aid Clinic will need to pass a conflicts check, as detailed in the Edwin F. Mandel Legal Aid Clinic Conflicts of Interest Policy, and students participating in other clinics should check with the clinical faculty for the relevant conflicts policy for their clinic. Because of conflict rules, students may not participate in a clinic that is part of Mandel Legal Aid while simultaneously interning with a prosecutor office, the Department of Justice (including the United States Attorney's Office for the Northern District of Illinois), 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, some other units of local, state or federal government that litigate against Mandel Legal Aid, and other employers that litigate against Mandel Legal Aid. Mandel Legal Aid Clinics consist of the following clinics: 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; Immigrants' Rights Clinic; and Global Human Rights Clinic.

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; the Immigrants' Rights Clinic; and the Global Human Rights Clinic. Student experiences may vary by project.

## INNOVATION CLINIC

The Innovation Clinic provides legal services for start-up ventures, including companies connected to the University's Polsky Center for Entrepreneurship and Innovation. 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 Center 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 generally offered every other year. 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

### BIDDABLE CLASSES

During the initial bidding and registration period of each quarter, students bid online for biddable classes. 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 biddable. The deadline to drop biddable 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 biddable 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](http://www.law.uchicago.edu/students/petitions/nonlawcourse)) and receive permission **before** enrolling in any class outside the Law School; (4) students may take no more than six credits outside the Law School during any given quarter; (5) **students taking classes outside the Law School during their final quarter of study must explain the Law School's grading deadlines to the faculty member and the faculty member must agree, in writing, to provide a final grade or a provisional pass (if taking a class at Booth) by the University deadline for submission of grades for graduating students**; (6) the class may not have substantial overlap with any class taken at the Law School; and (7) classes at other law schools or universities may not be substituted. Satisfaction of these seven conditions is determined by the Dean of Students and the Office of the Registrar.

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

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

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

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

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

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

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

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions detailed [on](#) the 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.chicagoboath.edu/programs/taking-courses-at-booth](http://www.chicagoboath.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.chicagoboath.edu/programs/taking-courses-at-booth/law-school-students>
- <https://www.chicagoboath.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 biddable 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 Pass/Fail grading scale is not available upon request for LAWS-prefixed classes.

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.

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.

## ACADEMIC STANDING

### FOR STUDENTS WHO MATRICULATED PRIOR TO THE 2019-2020 ACADEMIC YEAR:

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

### FOR STUDENTS WHO MATRICULATED IN OR AFTER AUTUMN 2019:

#### *Good Academic Standing*

J.D. students must attain a minimum cumulative GPA of 173.5 at the conclusion of each academic year to maintain satisfactory academic standing.

### *Academic Probation*

A student who receives below a 173.5 cumulative GPA at the conclusion of an academic year will be placed on Academic Probation for the following year. A student on probation must satisfy a number of requirements:

1. A student on Academic Probation must meet with the Dean of Students or Associate Director for Academic Services to discuss an academic plan prior to registration for the next quarter;
2. The student may be required to meet periodically with the Dean of Students office during the quarter;
3. A student in their 2L year while on probation will be required to register for at least half of their Core requirement during that year;
4. The student must earn a 173.5 cumulative GPA or higher at the conclusion of the academic year during which they are on probation in order to return to good academic standing.

A student on Academic Probation will have their academic standing re-evaluated at the end of the academic year. A student who earns between a 172.5 and a 173.5 cumulative average at the conclusion of the year will remain on Academic Probation. A student who earns less than a 172.5 cumulative average while on academic probation will not be permitted to continue in the Law School.

A student on Academic Probation will receive a letter from the Dean of Students which will be placed in the student's file.

Please note: If a student has outstanding grades at the conclusion of the academic year, then the student's status will be reevaluated immediately following the last day of the Summer Quarter using all grades available from that academic year, regardless of whether there are still outstanding grades.

### *Academic Dismissal*

A student will not be permitted to continue in the Law School in the following three circumstances:

1. A student is on Academic Probation and earns less than a 172.5 cumulative GPA at the end of the year.
2. A student receives two F's during their period of residence.
3. A student receives one F and one D in any one year of residence.

A student will not be permitted to graduate who has less than a 172.5 cumulative GPA over their entire period of residence.

## J.D. HONORS

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.

## 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, 2020 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

LAWS 30211 - 01 (4)

Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on a take-home examination given at the end of each quarter, with very minor consideration of class participation.

Autumn - Hubbard, William

### Civil Procedure

LAWS 30211 - 02 (4)

Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on final take-home examination given at the end of each quarter.

\*This course will rotate between in person and online meetings.

Autumn - Buss, Emily

### Civil Procedure

LAWS 30211 - 03 (4)

Civil Procedure introduces students to the process of civil litigation. It focuses on the phases of a civil action, primarily using the federal system as an example, and covers topics including pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, applicable law, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on an examination given at the end of the quarter, with very minor consideration of class participation.



\*This course will rotate between in person and online meetings.

Autumn - Wood, Diane

#### Constitutional Law I: Governmental Structure

LAWS 40101 - 01 (3)

This course provides an introduction to constitutional law. It will cover, among other things, the institution of judicial review; the separation of powers between the executive, legislative, and judicial branches of the federal government; and the distribution of power between the federal government and state and local governments. It will also cover methods of constitutional interpretation and topics in constitutional theory. This class has a final exam. Participation may be considered in final grading.

Spring - Fahey, Bridget

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

LAWS 40301 - 02 (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.

Spring - Huq, Aziz

#### Contracts

LAWS 30511 - 01 (4)

This course is an introduction to the foundational principles of the Anglo-American law of contracts. It lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. It explores the domain of legally enforceable promises, the consequences of making a promise legally enforceable, how such promises come into being, and how they are interpreted. The student's grade is based on a single final examination.

Winter - Baird, Douglas

#### Contracts

LAWS 30511 - 02 (4)

This course is an introduction to contract law. Topics include contract formation, interpretation, breach, and remedies, among others. Student grades will be based on class participation and a final examination.

Winter - Fahey, Bridget

### Contracts

#### LAWS 30511 - 03 (4)

This course 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

### Criminal Law

#### LAWS 30311 - 01 (4)

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

Winter - Masur, Jonathan

### Criminal Law

#### LAWS 30311 - 02 (4)

This course explores 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 a single final examination.

Winter - Lakier, Genevieve

### Criminal Law

#### LAWS 30311 - 03 (4)

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

Winter - Rappaport, John

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 examination.

Spring - Rappaport, John

Elements of the Law

LAWS 30101 - 01 (3)

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

Autumn - Strahilevitz, Lior

Elements of the Law

LAWS 30101 - 02 (3)

This course examines concepts and issues that recur across many areas of law and introduces concepts and issues from other fields of thought, such as philosophy, economics, and psychology, that are useful for understanding law. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the problems of interpreting statutes, constitutions, and other authoritative texts; the decision whether to impose rules or allow discretion; the value of liberty and the problems of distinguishing coercion from voluntary choice; and the value of equality and the problems of its application to race, class, and gender. The student's grade is based on a final take-home examination.

\*This course will rotate between in person and online meetings.

Autumn - McAdams, Richard

Elements of the Law

LAWS 30101 - 03 (3)

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and related questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for,

reasoning from precedent; the degree to which materials that are not distinctively legal should be considered in deciding what the law is; the role that notions such as consent, coercion, and voluntary choice should play in legal decisions and policy decisions that affect the law; the question whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and some issues about moral judgments. The student's grade is based on a final take-home examination.

Autumn - Strauss, David

#### 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 - Sakoda, Ryan; Davidson, Adam; Miller, Erin; Reese, Elizabeth; Wilf-Townsend, Daniel; Kovali, Aneil

#### 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 - Sakoda, Ryan; Davidson, Adam; Miller, Erin; Reese, Elizabeth; Wilf-Townsend, Daniel; Kovali, Aneil

#### Legislation and Statutory Interpretation

LAWS 44201 - 01 (3)

This class covers the theory and the practice of statutory interpretation, along with relevant aspects of the legislative process. Students will leave this class with the tools they need to interpret legislative and similar texts. They will also develop a thorough grasp of the production of statutes by the legislative branch and their use by the courts. The grade is based on a final examination. Participation may be considered in final grading.

Spring - Peterson, Farah

#### Legislation and Statutory Interpretation

LAWS 44201 - 02 (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 agencies and courts. The student's grade is based on a final examination. Participation may be considered in final grading.

Spring - Nou, Jennifer

#### Legislation and Statutory Interpretation

LAWS 44201 - 03 (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 examination.

Spring - Doerfler, Ryan

Property

LAWS 30411 - 01 (4)

This course 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. Grades will be based on participation and a final examination.

Winter - Huq, Aziz

Property

LAWS 30411 - 02 (4)

This course 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 final examination.

Winter - Fennell, Lee

Property

LAWS 30411 - 03 (4)

This course 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 intellectual property, easements and covenants, landlord and tenant, and conveyancing. The student's grade is based on an examination.

Winter - Strahilevitz, Lior

Torts

LAWS 30611 - 01 (4)

This is a 1L four-credit course on the Anglo-American (mainly judge-created) system dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. Topics include the legal approach to questions of causation, the occasionally obligation to rescue others, the assignment of liability when multiple parties are involved, and products liability. Grades are based on a single final examination.

\*This course will rotate between in person and online meetings.

Autumn - Levmore, Saul

Torts

LAWS 30611 - 02 (4)

The focus of this course 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.

\*This course will rotate between in person and online meetings

Autumn - Chilton, Adam

Torts

LAWS 30611 - 03 (4)

The focus of this course is on the Anglo-American legal system dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. Grades are based on a single final examination at the end of the quarter.

Autumn - Hemel, Daniel

Transactional Lawyering

LAWS 30713 - 01, 02, 03 (3)

A substantial portion of legal advice is given in a transactional setting, in the sense that the lawyer is assisting in structuring future activity. For example, a lawyer may advise a client who wants to start a business, a nonprofit that wants to expand its offerings, or a government that wants to provide a new service to the public. Lawyers in this role approach law and legal advice differently than lawyers engaging in litigation or dispute resolution, focusing on structuring the transaction to comply with relevant legal requirements while meeting the client's goals. This class provides an introduction to giving legal advice in a transactional setting. This class has a final exam.

Spring - Weisbach, David; Neal, Joan; Baird, Douglas

## SECOND- AND THIRD-YEAR OFFERINGS

### Abrams Environmental Law Clinic

LAWS 90224 - 01 (1 TO 3)

Students in the Abrams Environmental Law Clinic promote clean energy, fight against water pollution, protect natural resources and human health, and address legacy contamination. Students 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. The Clinic represents regional and national environmental organizations and individuals and often works with co-counsel. 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. While the course does not have any pre-requisites, students are strongly encouraged to take Environmental Law, Energy Law, and/or Administrative Law courses at some point during their time in the clinic. A student enrolling in the Clinic for the first time should sign up for two credits; in subsequent quarters, the student may enroll for one, two or three credits per quarter after consultation with clinic faculty.

Participation may be considered in final grading.

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).

This class has a final exam. Participation may be considered in final grading.  
Spring - Berger, Philip

#### Administrative Law

LAWS 46101 - 01 (3)

This course examines the structure of the administrative state and its relations to the other branches of government as well as private citizens. It discusses the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Significant attention is paid to the Administrative Procedure Act and other statutory requirements governing agency action. Covered topics include the role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking. This class has a final exam.

Spring - Doerfler, Ryan

#### Administrative Law

LAWS 46101 - 01 (3)

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

Winter - Nou, Jennifer

Admiralty Law

LAWS 43224 - 01 (3)

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

Autumn - Schmidt, Randall

Adv Topics in Moral, Political & Legal Phil.: Social and Political Philosophy of Hegel & Marx

LAWS 53256 - 01 (3)

We will focus on Hegel's philosophy of history and its influence on Marx's historical materialism; and on Hegel's critique of Christianity in the Early Theological Writings and also in the Phenomenology and its relation to Marx's early theory of human nature in the 1840s and his critique of ideology. A major paper of 20-25 pages is required. Participation may be considered in final grading.

Winter - Leiter, Brian; Forster, Michael

Advanced Civil Procedure

LAWS 43208 - 01 (3)

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

Winter - Hubbard, William

Advanced Contracts: Contract Governance and Business Strategy

LAWS 48601 - 01 (3)

This class in advanced contracts focuses on how to negotiate, structure and govern contracts with an eye towards creating value for one's client. It covers core doctrinal concepts that strongly affect contract structure and quickly moves on to explore strategic aspects of commercial contracting including how one chooses a

partner, devises a negotiation strategy, and structures the key work-a-day contract provisions that facilitate commercial cooperation, encourage product and process innovation, and lead to the creation of value creating deals. Emphasis is placed on the role that nonlegal sanctions play in contract governance and management as well as on the limits of the legal system in many contractual settings. Students will work sometimes individually, but often in teams, to complete assignments based on case studies of real deals and will write both individual and group based memoranda. There is no exam. Grading is 60% individual written work, and 40% team work (oral and written) as well as class participation. Students will have the opportunity to advise a live client on a deal, advise inside counsel on an outsourcing deal, and get feedback on a crisis management project from a leading consultant and a seasoned general counsel.

Spring - Bernstein, Lisa

Advanced Corporate Restructuring Practice: Legal & Financial Strategies

LAWS 53429 - 01 (2)

Description TBD

Winter - Dahl, Ryan

Advanced Interpretation: Law and Language

LAWS 53324 - 01 (2)

This seminar invites students to explore the theory and practice of interpretation in public law. We will begin with an introduction to the field of law and language-considering both legal and linguistic scholarship of relevance to the practice of legal interpretation. We will then extend this scholarship to an in-depth, comparative analysis of the law's approach to interpretation in the fields of constitutional law and legislation.

In each of these fields students will first be presented with legal scholarship on the premises of interpretation in that field. We will then explore tools of interpretation that may be used to resolve the interpretive problems that arise in each field.

Among other tools, students will be introduced to methods used by linguists (including corpus linguistic analysis and survey methods). Each unit will close with a practice problem allowing students to apply the theory and tools they have learned in analyzing a hypothetical problem of the sort that might arise in the field. Student performance will be assessed on the basis of class participation and, more significantly, short papers submitted in response to the practice problems. Each student will be expected to submit a paper on two of the three practice problems.

Spring - Lee, Thomas

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 exam.

Spring - Chandler III, 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 (40 percent of grade), submit a research paper on a topic approved by the instructor (50 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; Vanderlin, Scott

**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 and projects, submit a final research paper, and participate in course meetings. Students may earn either 2 or 3 credits for this seminar depending upon the assignments and projects completed and the length of their final paper. Participation may be considered in final grading.

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 final 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

**American Legal History, 1800-1870: Revolution to Reconstruction**

LAWS 43263 - 01 (3)

This course examines major themes and interpretations in the history of U.S. law and legal institutions from the early Republic through Reconstruction. Topics to be

discussed include changing ideas of the Constitution; the federal-state relationship; the role of the federal courts; membership and citizenship; slavery and race; the Indian Removal Act and federal relations with Native nations; and the constitutional and legal consequences of the Civil War and Reconstruction.

Winter - 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 (20-25 pages) and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP). Participation may be considered in final grading.

Winter - Fennell, Christopher

#### Antitrust Law

LAWS 42801 - 01 (3)

This course addresses antitrust law, which is the law that regulates competition in the marketplace. Topics include collusion, monopoly, mergers, and other anticompetitive actions, with special attention to platforms, labor market power, and recent controversies over the purpose of antitrust law. This course has a final exam.

Winter - Posner, Eric

#### 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 take-home 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>

Autumn - Picker, Randal

#### 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. There is a final take-home exam.

\*This course will rotate between in person and online meetings.

Autumn - Baird, Douglas

#### Behavioral Law and Economics

LAWS 51702 - 01 (2)

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

Spring - Masur, Jonathan

#### Big Problems

LAWS 53377 - 01 (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

#### 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. This class has a final exam. Students may not take this class if they have taken U.S. Corporate Law for LL.Ms.

Spring - Levmore, Saul

#### Business Organizations

LAWS 42301 - 01 (3)

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

Participation may be considered in final grading. Students may not take this class and U.S. Corporate Law for LL.Ms.

\*This course will rotate between in person and online meetings.

Autumn - Henderson, M. Todd



### Canonical Ideas in American Legal Thought

LAWS 57013 - 01 (3, 2, 2)

This year-long research seminar is the equivalent of a research colloquium in a PhD program. During the Autumn quarter, students will read, discuss, and critique some of the most influential law review articles and other forms of legal writing from the past 150 years. The readings will consist of a mix of public law and private law, and various scholarly methodologies, including critical race theory, law and economics, and the legal process school. Students will have short research and writing assignments on the readings. Students will also work with faculty to identify a topic for a substantial research paper. During the Winter quarter, the seminar will not meet in formal sessions, but each student will work on his or her research paper and will meet individually with the instructors to assess the paper's progress. During the Spring quarter, the seminar will reconvene, and students will workshop their drafts (i.e., each student will circulate his or her draft in advance and answer questions from students and faculty). Students will receive an Autumn quarter grade based on their short writing assignments, discussion facilitation, and class participation. Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation. Every student must enroll for the entire year; students may not drop the class after the Autumn quarter. Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Ginsburg and Kim a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than midnight on August 31, 2020. Participation may be considered in final grading.

Autumn, Winter, Spring - Miles, Thomas; Ginsburg, Thomas; Kim, Hajin

### Capital Markets Transactions

LAWS 53350 - 01 (2)

This course will delve into the major legal and practice issues presented by capital markets transactions conducted in the US, including initial public offerings, "shelf" offerings, private placements and offerings of high yield securities. Participation may be considered in final grading.

Prerequisites: Securities Regulation; Corporations

Winter - Junewicz, James

### Civil Procedure for LLMS

LAWS 30211 - 04 (3)

Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, joinder, and other

doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on an examination given at the end of the quarter.

Autumn - Casey, Anthony

#### 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.

Participation may be considered in final grading.

Autumn, Winter, Spring - Futterman, Craig

#### Class Action Controversies

LAWS 53299 - 01 (2 TO 3)

The purpose of this seminar is to 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 that judges, class counsel, and litigants face in class action litigation. Each week, we will address topics in class action law that bear on these issues.

The seminar is offered for two credits, with students completing 2-3 reaction papers. As an alternative, the class is also offered for three credits with students completing a substantial writing project. Students completing the three credit option can receive writing project credit. Participation may be considered in final grading.

Autumn - Brody, Michael

#### Collateral Consequences of Criminal Convictions

LAWS 57508 - 01 (3)

This seminar will explore the ways in which having a criminal record changes people's lives, as well as the broader social and public safety impact of those consequences, including distributive consequences along racial and socioeconomic lines. We will explore the many "collateral legal consequences" of criminal convictions (that is, legal consequences other than the sentence), constitutional theories for challenging those consequences, and socioeconomic hurdles facing people with records, especially those reentering society from prison. We'll also evaluate, from an interdisciplinary perspective, various legal and policy interventions designed to help people with records overcome these obstacles and avoid criminal recidivism. This class requires a major paper of 20-25 pages.

Participation may be considered in final grading.

Spring - Starr, Sonja

#### Communications and Advocacy for Lawyers

LAWS 53398 - 01 (2 TO 3)

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

majority of the grade coming from a final presentation and slide deck and a capstone communications plan.

Winter – Nagorsky, Marsha

### Comparative Legal Institutions

LAWS 43201 - 01 (3)

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

Spring - Ginsburg, Thomas

### 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.

The course is designed for students who are already comfortable with microeconomics at the level of Booth's 33001 course, or most colleges' intermediate micro classes. The class will not require calculus but prior exposure to microeconomics concepts is important. Classes will combine case analysis and discussions with lectures. There will be a final take-home exams as well as a series of reaction papers. Participation may be considered in final grading.

\*Depending on the enrollment outcome, this course may qualify to be all in person  
Autumn - Budish, Eric

### 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.

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 to let you know whether your court has been selected.

A series of reaction papers is required for this class.

Winter - Stone, Geoffrey

#### Constitutional Law I: Governmental Structure

##### LAWS 40101 - 01 (3)

This course provides an introduction to the U.S. Constitution. We will focus on the separation of powers and federalism, including Congress's enumerated powers, the scope of executive power, judicial review, and the ability of each branch to check the others. In the course of covering those substantive topics, we will also explore the Constitution's meaning outside of judicial doctrine, asking how it should be interpreted by different people and institutions. The student's grade is based on class participation and a final examination.

Winter - Baude, William

#### Constitutional Law I: Governmental Structure

##### LAWS 40101 - 02 (3)

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

Winter - LaCroix, Alison

#### 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 has a final exam or a major paper may be written (20-25 pages).

Spring - Stone, Geoffrey

#### 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 take-home examination and class participation.

Autumn - Lakier, Genevieve

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

LAWS 40301 - 01 (3)

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

Spring - Lakier, Genevieve

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

LAWS 40301 - 01 (3)

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

Winter - Strauss, David

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 or a series of short papers with class participation taken into account. Instructor consent required for paper to be considered for SRP certification.

Final grade will be comprised of a research project conducted by small groups of students along with a final written exam. Participation may be considered in final grading.

Spring - Case, Mary Anne

Constitutional Law VII: Parent, Child, and State

LAWS 47101 - 01 (3)

This course considers the role that constitutional law plays in shaping children's development. Among the topics discussed are parents' right to control the upbringing of their children; children's rights of speech, religion, procreative freedom and against cruel and unusual punishment; children's procedural rights in school and in the criminal justice system; parental identity rights, including rights associated with paternity claims, termination proceedings, assisted reproduction, and adoption; the scope of the state's authority to intervene to protect children, to regulate their conduct, or to influence their upbringing; and the role of race and culture in defining the family. This class has a final exam or a major paper may be written (20-25 pages).

Spring - Buss, Emily

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, Winter, Spring - Neal, Joan

#### Contract Governance

LAWS 53373 - 01 (3)

This seminar explores the legal and non-legal provisions and forces (including norms, networks, and ancillary contract administration programs and documents) that are used to govern contractual performance and encourage innovation in contracts in the modern economy. 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 dealing with crisis management, to governing an ongoing relationship, to thinking about the choice of forum for the resolution of different kinds of disputes. Students will work both individually and in teams, and attention will be paid to how to organize and motivate team work, a key skill in the modern law firm.

Students will have the opportunity to get feedback on their work from both the professor and outside visitors. They will review their work on crisis management with a leading consultant and former general counsel of a large company. They will advise a live client on a contract and get feedback on the wisdom of their advice. There is no long paper, but rather short assignments of various types. This class will be graded 60% written work, and 40% class participation as this is a skills class. Autumn - Bernstein, Lisa

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

LAWS 70850 - 01 (3)

The materials for this course give overview of key topics in US contract law (especially those that are most practice relevant but difficult like interpretation and damages) but the course devotes much of its in-class zoom time to subjects more directly relevant to the practice of contract law including: how to choose a contracting partner who can innovate, different approaches to negotiating agreements that will work well in practice, how to review and draft actual agreements (focusing on both procurement and biotechnology agreements), how to choose the law and dispute resolution forum best suited to the transaction, and how to deal with crises caused by a company's contracting partners. Attention is also paid to how to use both legal and nonlegal sanctions and a variety of monitoring mechanism to induce contractual performance. Students will do some work individually and some in groups (both in and out of class). Grade is part class participation/group work and part individual written assignments. There is no exam. This course does not directly prepare students for the bar, although optional

videos that will aid in that endeavor are provided for those who seek this type of learning.

Winter - Bernstein, Lisa

#### 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.

Student evaluation is based on: 3-part Group Project on a corporate compliance program's response to a series of hypotheticals. Each student in the group will serve as a main presenter once. Each group assignment is accompanied by a short (3-5 pages) supplemental paper to be completed individually by each group member. Participation may be considered in final grading.

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 under state and federal law, including those arising under the Foreign Corrupt Practices Act. The seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense

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

Winter - Boutros, Andrew

#### Corporate Finance

LAWS 42501 - 01 (3)

This course provides an overview of the application to law of the basic principles of corporate finance and financial economics. Topics include the concept of discounting and present value, portfolio theory and diversification, the theory of efficient capital markets and its applications in securities litigation, corporate capital structure and bond covenants, and the analysis of options and other derivative instruments. The principles and concepts of corporate finance are essential to understanding modern corporate transactions. Increasingly, lawyers must understand these principles in order to structure transactions in ways that achieve particular business objectives. The concepts in this class are also of great value to lawyers outside the corporate area: financial principles can be fruitfully applied to a wide variety of legal questions, ranging from estate planning to the calculation of tort awards. This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field (rather than those with an MBA or with an undergraduate finance major). It does not use any mathematics beyond basic arithmetic and some simple algebra. This class has a final 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 of 20-25 pages (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 24 students, including up to an aggregate of 8 students from the LL.M. program, Chicago Booth, Harris and the Department of Economics. Of this, up to 4 LL.M.s may be enrolled.

Autumn - Cole, Thomas

## Corporate Law and Dual-Purpose Organizations

LAWS 53006 - 01 (2)

Organizations pursuing multiple objectives-including social, financial, and environmental goals-are on the rise. However, managing the inherent tensions among these objectives poses a serious challenge from both a legal and a management perspective. In this class we ask how companies successfully pursue both social purpose and profit at their various stages. We use case studies from real world examples, and feature guest speakers from dual-purpose companies of various sizes, stages, and industries.

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

Winter - Weisbach, David

**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 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

**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 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 take-home examination.

Autumn - Fairley, Sharon

#### Criminal Procedure I: The Investigative Process

LAWS 47201 - 01 (3)

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

Winter - McAdams, Richard

#### 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, jury selection, and sentencing. We also examine prosecutorial discretion, as well as legal and ethical issues surrounding the representation of criminal defendants. Guest speakers typically include 2-3 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 exam. Participation may be considered in final grading.  
Spring - Siegler, Alison

#### 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. Corequisites: Evidence is recommended, but not required. Trial Practice is a corequisite for rising 3L's. Participation may be considered in final grading.  
Autumn, Winter, Spring - Conyers, Herschella

#### Critical Race Studies LAWS 43220 - 01 (3)

This course provides an introduction to critical race theory through reading canonical works by critical race scholars; it explores a selection of current legal debates from a critical race perspective; and it contextualizes critical race theory through the study of related movements in legal scholarship, including legal realism, critical legal studies, and social science research on discrimination and

structural racism. We will attempt to identify the ways in which critical race scholarship has influenced, or should influence, legal research and law school pedagogy. Requirements for this course include thoughtful class participation and a final examination.

Spring - Hubbard, William

#### Cross-Border Transactions: Law, Strategy & 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

#### Current Controversies in Corporate and Securities Law

LAWS 52202 - 01 (3)

This seminar deals with the most important developments in U.S. (and to some extent global) corporate and securities practice during the preceding year. The seminar and discussions provide analysis of the legal, political, and economic implications of these Developments. Students may select a paper (law firm style memo) topic from a list provided in the first class, or with the instructor's permission, choose their own topic. Many of the suggested topics will relate to an industry area, which for 2020-21 will include controversies over regulation of certain foods (e.g., foie gras, haggis, sugary drinks, overfishing . . .) and controversies about legal protections given to special foods (Champagne, Parmesan cheese, saffron from Spain but not from Iran... Each student submits one paper and gives an oral presentation and analysis of another student's paper.

Winter - Shepro, Richard

#### Cybercrime

LAWS 53354 - 01 (3)

This seminar will explore the legal issues raised by cybercrime. Topics will include: computer hacking and other computer crimes, the Fourth Amendment and civil liberties in cyberspace, the law of electronic surveillance, the freedom of speech



online, technological tools used to combat cybercrime, and international cybercrime. A series of research papers (20-25 pages) is required for this class.  
 Winter - Driscoll, Sean; Ridgway, William

#### 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 and due consideration to the current tumultuous macroeconomic climate. 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 paper (20-25 pages) on a topic of the student's choice as well as class participation.

Autumn - Madell, Jaime

#### Divorce Practice and Procedure

LAWS 53397 - 01 (2)

This is a simulation class providing exposure to the dynamic process of representing clients in dissolution of marriage cases and issues related to them. The class will make you aware of the complexities arising when the ever-changing family unit becomes divided. Topics are covered through an evolving case, with each student 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. A series of reaction papers will be required. Participation may be considered in final grading. There are no required prerequisites, but experiencing a basic family law course would be helpful.

Autumn - Schiller, Donald; Wyatt, Erika

#### Editing and Advocacy

LAWS 53497 - 01 (2)

Good editors see not just the sentence that was written but the sentence that might have been written. They must be able to look past words and arguments that don't need to be there and at the same time summon up ones that haven't yet appeared. Their value comes not just from preventing mistakes but by finding a place for style, structure, evidence, voice, insight, precision, clarity—all the things that make a piece of writing persuasive.

This course will teach you how to be one of those editors. You'll edit briefs. You'll edit contracts. You'll edit all kinds of legal documents. Sometimes this editing will occur during in-class exercises. Sometimes it will occur through short, weekly assignments. But always the goal will be the same: learn and practice a skill that is fundamental to becoming an excellent advocate.

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

Autumn - Barry, Patrick

#### Election Law

LAWS 43260 - 01 (3)

In this course, we will discuss the basic themes surrounding the legal regulation of elections, politics, and the political process as a whole. We will cover all the major Supreme Court cases (and a few important lower court decisions) on the topics of voting rights, reapportionment/redistricting, ballot access, regulation of political parties, and the 2000 presidential election controversy. We will also discuss competing political philosophies; alternatives to the two-party system; and the role of the courts, the legislature, and direct democracy in our system. By the end of the course, the goal is that you will have a basic understanding of the structure, mechanics, and history of the political process in this country, but with an appreciation for the complexities of the right to vote and the difficulties involved in regulating the behavior of political actors. This course has a final exam.

Participation may be considered in final grading.

Spring - Tolson, Franita

### 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

### Employment Discrimination Law

LAWS 43401 - 01 (3)

This course will examine employment discrimination law beginning with the legislative history of employment discrimination leading to the passage of Title VII and continuing to other limitations on the employment-at-will doctrine. Types of discrimination examined will include race, sex, religion, disability, age, color, national origin and sexual orientation. Emphasis will be placed on race discrimination as an example of how discrimination is proven and defended in litigation. Individual and class claims will be discussed. Special emphasis will be placed upon such pragmatic topics as corporate internal investigations, handling agency and administrative charges of discrimination, the impact of insurance coverage, federal litigation, along with the increasing use of private mediation and arbitration. Final grade will be comprised of a research project conducted by small groups of students along with a final written exam.

Participation may be considered in final grading.

Possible topics for research projects include:

- Whether current standards of proof of discrimination are sufficient or appropriate.
- Whether whistleblowers should be identified and compensated similar to SEC whistleblowers.

- How the ""pipeline"" may lead to discriminatory decisions in hiring and promotions.
- Are victims of discriminatory terminations fully compensated after losing employer-based medical coverage?

A key theme of the course will be to identify changes to anti-discrimination laws, which changes would be designed to more effectively reduce discrimination.

Spring - Greene, Martin

### 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 several of the 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; and (4) wage and hour and employee leave statutes, including the Fair Labor Standards Act (FLSA) and the Family and Medical Leave Act (FMLA). 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 take-home 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. Students will be evaluated on their written and oral work on behalf of the Clinic's clients. Participation may be considered in final grading. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Evidence is a prerequisite for 3L's in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic.

Autumn, Winter, Spring - Schmidt, Randall

#### Energy Law

LAWS 43282 - 01 (3)

Energy touches all of our daily lives, even as it historically remained unseen by the public eye and under-considered in the public discourse. Energy law governs the production, consumption, and disposal of energy resources.

This course examines energy law and policy in the United States. Energy law is interdisciplinary by nature, and our study of the field will reflect that. Energy law relies heavily on legal doctrine, but it also raises questions of policy, economics, and the environment. Accordingly, this course will rely on both (1) the traditional study of case law, statutes, and regulations and (2) case studies and materials that draw on and raise other aspects of energy law and policy.

The first part of the course surveys the world's primary sources of energy: coal, oil, biofuels, natural gas, hydropower, nuclear, wind, solar, and geothermal energy.

This part also introduces you to the main themes that we will cover throughout the course, namely: (1) the tension between free markets and government regulation; (2) federalism issues and, more broadly, the division of U.S. regulatory authority governing energy production and use among federal, state, and local governmental units; and (3) balancing energy production and use with environmental protection.

The second part of the course turns to the two major sectors of the U.S. energy economy: electricity and transportation. The third part of the course explores hot topics in energy law and policy that highlight the complex transitions taking place in today's energy systems. These topics include grid modernization and the continued role of nuclear energy. Participation may be considered in final grading.

Spring - Macey, Joshua

### Energy Transactions Seminar

LAWS 53127 - 01 (3)

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

### 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 major paper (20-25 pages). Participation may be considered in final grading.  
Spring - Goel, Asheesh; Niles, Nicholas; Nemirow, Kim

### 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 - Hermalik, Amy; Kregor, Elizabeth

#### Environmental Law: Air, Water, and Animals

LAWS 46001 - 01 (3)

This survey course explores the major domestic policies in place to protect the environment, with a focus on clean air and water and animal conservation (e.g., the Clean Air Act, the Clean Water Act, the National Environmental Policy Act, and the Endangered Species Act). The course is a complement to Professor Templeton's Toxic Torts and Environmental Justice course; neither is a prerequisite for the other, and the two share little overlap. We'll spend some time on the regulation of climate change and will discuss issues of environmental justice embedded in each of the major topics. Participation may be considered in final grading.

Spring - Kim, Hajin

#### Equality as a Human Right

LAWS 53494 - 01 (2 TO 3)

This seminar will examine equality within the context of human rights. The general principles of equality and non-discrimination are fundamental elements of international human rights law and most of the world's constitutions. However, legal definitions of equality and non-discrimination differ globally as do perspectives on how human rights principles (and the concept of rights more generally) promotes and impacts equality. We will explore legal definitions of inequality based on protected classes, attributes and identity such as race, gender, ethnicity, nationality and sexual orientation. We will also discuss socio-economic inequality and its intersection with the human rights system.

Students may take the course for two or three credits. All students will do a short presentation. Students taking the course for two credits will write two 4-5 page reaction papers. Students taking the course for three credits will write a reaction paper and a longer final paper. Grades will be based on the presentation, participation and papers submitted.

Winter - Flores, Claudia

### 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. The seminar also will give students the experience of drafting a will for a live client. Students will be graded on a series of experiential assignments, including the will-drafting project, and on class participation. 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.

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. (Please note that this paper cannot fulfill the SRP or WP requirement.)

Winter - Neal, Joan

### European Legal History

LAWS 53292 - 01 (2 TO 3)

This seminar aims to give students an appreciation of the basic themes and most important events in European (as opposed to English) legal history. It begins with the Roman law formulated under the Emperor Justinian and moves forward to the 19th century. Among the subjects covered are Germanic law, the rise of legal science beginning in the 12th century, the nature of the *ius commune*, legal humanism, the reception of Roman law, the natural law school, and the movement towards Codification. In addition to the text book, students are expected to read one law review article each week and to share it with the class. They are permitted to write a research paper (20-25 pages), but a final examination will also be offered as an option.

Winter - Helmholz, Richard



## Evidence

## LAWS 41601 - 01 (3)

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

Autumn - Stone, Geoffrey

## Evidence

## LAWS 41601 - 01 (3)

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

Winter - 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 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 (although we recognize that that may not be possible under current circumstances). Students are also strongly encouraged but not required to take Criminal Procedure I and II. Students will receive credit for the work they do in accordance with the credit rules for all other clinical programs. Participation may be considered in final grading.

Autumn, Winter, Spring - Ainsworth, Russell; Leonard, Karl; Myerscough-Mueller, Lauren

### Fair Housing

LAWS 43313 - 01 (3)

This course will focus on the law and policy of fair housing, broadly construed. Substantial attention will be devoted to antidiscrimination laws in housing, including the federal Fair Housing Act. We will also explore existing and proposed policies for improving access of lower-income people to housing. The causes and consequences of residential segregation will be examined, as well as the effects of zoning and other land use controls. Additional topics may include gentrification, eviction, squatting, mortgages and foreclosures, the siting of locally undesirable land uses, and the use of eminent domain. The student's grade will be based on class participation and a final exam.

Spring - Fennell, Lee

### Federal Courts

LAWS 41101 - 01 (3)

This course considers the role of the federal courts in the U.S. federal system. Topics will include the power of Congress to expand or contract the jurisdiction of the federal courts, federal question jurisdiction, litigation against federal and state governments and their officials, direct and collateral review of state-court decisions, abstention, and related doctrines. Constitutional Law I is recommended. This class has a final exam.

Spring - LaCroix, Alison

### Federal Courts

LAWS 41101 - 01 (3)

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

Autumn - Smith Jr., Fred

### Federal Criminal Justice Clinic

LAWS 90221 - 01 (1 TO 3)

The Federal Criminal Justice Clinic is the first law school clinic in the country to focus on representing indigent clients charged with federal felonies. The FCJC gives students a unique opportunity to represent individual clients in federal court. FCJC students also engage in policy advocacy and systemic reform efforts, with a focus

on combatting racial disparities and racially discriminatory practices. The FCJC is currently leading a Federal Bail Reform Project through which students have engaged in legislative advocacy before Congress and have created the first federal courtwatching initiative in the country.

The FCJC litigates in federal district court in Chicago, before the Seventh Circuit, and in the U.S. Supreme Court. In our district court litigation, FCJC students may have an opportunity to interview clients and witnesses; meet with clients; conduct and participate in hearings and trials; research, write, and argue motions and briefs; and participate in case investigations. During the pandemic, FCJC students have continued representing clients virtually and have litigated numerous successful motions for compassionate release. 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 FCJC seminar includes skills exercises, simulations, lectures, case rounds, guest speakers, and discussions. The pre-requisites/co-requisites are Professor Siegler's Criminal Procedure II course, 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 a trial advocacy course. The FCJC is a year-long clinic. First priority is given to 3Ls; the remaining slots go to 2Ls. Students who want to learn more about the FCJC or who have questions about the enrollment requirements may contact Prof. Siegler or Prof. Zunkel. Autumn, Winter, Spring - Siegler, Alison; Miller, Judith; Zunkel, Erica

#### Federal Criminal Justice Practice And Issues

LAWS 53386 - 01 (2)

This practice-oriented course integrates instruction on federal pretrial criminal procedures and issues with student practice exercises overseen by the instructor. The course will cover federal criminal practice from investigation up to trial, utilizing examples from recent federal criminal investigations and cases. The course will provide opportunities for student performance to develop professional skills and understanding. In particular, the course will provide instruction on (i) federal investigations and related issues (including Grand Jury proceedings 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 and oral performance in the simulated practice exercises.  
Winter - Doss, Michael

#### Federal Criminal Law

LAWS 46501 - 01 (3)

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

Winter - Fairley, Sharon

#### Federal Habeas Corpus

LAWS 43212 - 01 (2 TO 3)

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

Winter - Mortara, Adam

#### Feminist Economics and Public Policy

LAWS 53215 - 01 (2)

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

relations and the organization of domestic and market work, violence against women, workplace and pay equality, gendered access to resources, education, and healthcare, and gender and property rights. Evaluation will be based on class participation, and short research/response papers.

Spring - Strassmann, Diana

#### Financial Regulation Law

LAWS 43253 - 01 (3)

This course addresses the regulation of banks and other financial institutions in the United States. The focus will be on the current regulatory scheme, with some attention to the 2008 financial crisis, the history of financial regulation, and proposals for reform. The student's grade will be based on a final take-home examination.

\*Depending on the enrollment outcome, this course may qualify to be all in person.

Spring - Posner, Eric

#### 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 a paper and make a presentation in class.

Participation may be considered in final grading.

Autumn - Ben-Shahar, Omri

#### Global Human Rights Clinic

LAWS 90225 - 01 (1 TO 3)

The Global Human Rights Clinic works for the promotion of social and economic justice around the world and in the United States. The Clinic uses international human rights laws and norms, transnational and comparative 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. 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, unless

they have faculty permission prior to registration. Participation may be considered in final grading.

Prerequisites: International Human Rights Law (recommended but not required); Public International Law (recommended but not required)

\*This clinic will have limited in person meetings.

Autumn, Winter, Spring - Flores, Claudia

### Global Inequality

LAWS 53294 - 01 (3)

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

Winter - Weisbach, David; Nussbaum, Martha

### Government Integrity and Transparency Seminar

LAWS 53413 - 01 (3)

The new Seminar on Government Integrity and Transparency will provide students with an opportunity to learn about the legal systems that promote government integrity and transparency through participation in a seminar and a field placement in a government oversight agency or entity.

The goal of this new course offering is to familiarize students with the legal rules, policies, and procedures for ensuring the proper, transparent functioning of governmental operations. The seminar 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 field placement.

Each student in the seminar will be responsible for securing a field placement and participating in a pre-screened field placement program with a governmental entity with oversight and transparency responsibilities during the Spring Quarter 2021.

Through a working case study, students will have an opportunity to build investigative and reasoning skills.

Spring - Fairley, Sharon

Greenberg Seminar: (Re)Building Bridges: Can Reviving & Reimagining Public Infrastructure Save America?

LAWS 92000 - 08 (0 TO 1)

The traditional rationale for government spending on public infrastructure is to solve collective action problems. However, in recent years, governments have struggled to maintain existing infrastructure, much less expand it to be inclusive of new needs. Why is building infrastructure and maintaining it so difficult in the present day? Could government spending on public infrastructure be a means to facilitate collective action and to create collective identity? Can expanding and improving shared resources and public spaces give the United States a better and more unified future? Should we expand our notion of what counts as public infrastructure? In contemporary society, is access to some sorts of public infrastructure essential or even a right? How can or should equity analysis impact public infrastructure? This seminar exploring public infrastructure will raise these and other questions.

We will begin by considering what is - or should be - considered part of our shared public infrastructure. We will then examine classic examples of public infrastructure-think roadways, bridges, and water systems-and the challenge of addressing the current collapsing state of American infrastructure. Then we will move on to press the boundaries of what we consider public infrastructure-from public parks to schools to healthcare access-and to ask how our conception of public infrastructure reflects shared values about what public goods are worth providing at a societal level. We will conclude with a focus on lessons learned throughout the year-why are shared spaces and services important? What are the societal benefits of robust and reliable public infrastructure? As we deal with a tumultuous time, a public health crisis, an economic crisis, and struggles for justice, how should we change public infrastructure-in terms of both its concrete and its conceptualization-in the United States in the coming decade? We are excited to have the conversation with you.

Autumn, Winter, Spring - Weinstock, Robert; Hermalik, Amy

Greenberg Seminars: Crime and Politics in Charm City: A Portrait of the War on Drugs

LAWS 92000 - 03 (0 TO 1)

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

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

Greenberg Seminars: Cheating

LAWS 92000 - 01 (0 TO 1)

This seminar will explore legal, ethical, and procedural issues inherent in questions of cheating and rule breaking in contexts ranging from sports and academics to private career advancement. We will look at the nature of rules and difficult distinctions that must be drawn such as why some rules are expected to be broken while others are not. We will explore the line between artificial performance enhancement as cheating on the one hand and as positive personal improvement on the other. For example, we will look at the different treatment of performance enhancing drugs in athletics and in performance art. We will also explore how and when law and government should be involved in setting and enforcing rules. Graded Pass/Fail.

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

Greenberg Seminars: Law and Politics in the Irish Literary Renaissance

LAWS 92000 - 06 (1)

Just over a century ago, Ireland underwent a tumultuous period of rebellion and civil war, generating a body of literature that captured the law and politics of a new nation. In this Greenberg, we will read the following selection of classic works for their insight into the history of a society attempting to slough off imperial and colonial legacies to define itself anew. Perhaps Ireland's most celebrated author, James Joyce, published two of his greatest works -- *Dubliners* (1914) and *Portrait of*



the Artist as a Young Man (1916) -- during World War I and the Easter Rising. Ireland's first Nobel laureate, William Butler Yeats, was a leading force in the Irish revival, founding the Abbey Theatre and chronicling the age in poems such as *Easter 1916*, *An Irish Airman Foresees His Death*, *Sailing to Byzantium*, and *The Second Coming*. One of the first plays to open at the Abbey was *Playboy of the Western World*, by J.M. Synge, which led to riots in Dublin during its opening run in 1907; we will read it together with another celebrated play that also debuted at the Abbey: *Juno and the Paycock* by Sean O'Casey. To close the moment, we will read Ireland's leading modernist and third Nobel laureate, Samuel Beckett: specifically, his novel, *Molloy*, and landmark play, *Waiting for Godot*. What do these works tell us about how societies capture political moments in art and what makes them lasting parts of literary history? Graded Pass/Fail.

Winter, Spring - Nussbaum, Martha; Birdthistle, William

Greenberg Seminars: Migration, Labor Mobility, and Economic Development  
LAWS 92000 - 02 (0 TO 1)

Finding ways to facilitate migration will be one of the most pressing policy problems of the 21st century. This is in part because finding ways to move workers to where they are more productive—for instance, people from rural settings to urban settings or people from poor countries to rich countries—is the most effective way to reduce global poverty. Additionally, major global trends like climate change, sustained regional conflict, and declining birth rates in developed countries are also making finding ways to ease migration more important than ever. But at the same time there is increased need for migration, the combination of growing populism around the world and the COVID pandemic are leading countries to erect new barriers to movement. This seminar will explore this topic by watching a series of documentary films that explore different issues related to migration and labor mobility. We will also discuss the extent to which the films we watch are successful at identifying and conveying these issues to the broader public.

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

Greenberg Seminars: The West Wing and the Law  
LAWS 92000 - 07 (0 TO 1)

This Greenberg seminar considers legal, social, and political issues raised in *The West Wing* television series, an award-winning drama that originally ran from 1999 through 2006. We will discuss the role of lawyers and lawyering in the series, as well as various legal issues in *The West Wing*'s depiction of our government -- from the power of the Executive, to Supreme Court appointments, to constitutional questions. We will critically examine the show's portrayal of race, ethnicity, gender, religion, and disability. We will also consider the show's long-term

influence on American political thought, including critiques of the show from the left and right.

Autumn, Winter, Spring - Konsky, Sarah; Hemel, Daniel

#### Greenberg Seminars: Troubled Cities

LAWS 92000 - 05 (0 TO 1)

We can start with discussing the movie *American Factory* (available on Netflix), about the re-opening, but then the clash between management and workers, of a factory closed by General Motors in Dayton, Ohio, but then purchased by a Chinese company determined to re-purpose its workforce. We will then discuss *The Poisoned City*, and the story of Flint Michigan's troubled water supply, and *Why Nations Fail*, a more academic book considering the larger question of the rise and fall and rise again of conglomerations of people. We might also talk about *The Rise of the Creative Class*, a book that suggests that the cities most of you yearn to live in, are not made great by people like us but rather by off-beat artistic types. We are open to suggestions for a different book or film. Graded Pass/Fail.

Winter, Spring - Levmore, Saul; Roin, Julie

#### Greenberg Seminars: Tyrants, Big and Small

LAWS 92000 - 04 (0 TO 1)

We're surrounded by 'tyrants' and complaints about 'tyranny'--in the household, among our peers, on social media, in our national government, and overseas. But what is tyranny? And why's it so bad? This Greenberg seminar takes an eclectic look at the idea of 'tyrants' in a wide array of contexts, using a varied set of texts.

Autumn, Winter, Spring - Fahey, Bridget; Huq, Aziz

#### Hacking for Defense

LAWS 53455 - 01 (3)

H4D is an opportunity to work with teams at the Defense Department and the various intelligence agencies (e.g., NSA, CIA) to solve real world operational problems. Started at Stanford, this program is now offered at several universities across the country. DoD chose Chicago as a new midwest site. Students will form teams with students in other departments, and teams will be assigned to/choose a project to work on. The learning will be through a flipped classroom--the lecture content is in the form of videos done by the program sponsors at Stanford and the DoD. (They are very good.) Then, we will meet as a class to discuss the materials and work together in our teams. Students will be paired with a program sponsor from the government, and work toward a solution that can be deployed. Time will be spent doing interviews, field visits, and problem solving with your team. This will require far more work than the typical law school course, but it will be much

more interesting and have real world impact. There is the possibility of forming a business venture and entering the New Venture Challenge with the team. Previous ideas that have come out of H4D have helped the SEALs improve their training, the Army increase the efficiency of its supply chain, and the Navy develop a better communications device for sub-surface warfare. Check out some of the team videos online for examples. This seminar has extra time built into the meetings, but not all sessions will cover that entire time. Ultimately the class time will be the equivalent of two hours each week.

Autumn - Henderson, M. Todd; Gossin-Wilson, T. William

#### Hate Crime Law

LAWS 53704 - 01 (3)

This seminar will provide students with an overview of hate crime. The course will explore the emergence of modern hate crime laws in the United States and the legal controversies surrounding them, including in the context of contemporary social issues. We will examine the challenges of data collection and the impact of data on policy analysis. Law enforcement and hate crime prosecution will be reviewed. The course will also consider the limits of the legal system to effectively address hate crime through conventional methods and discuss alternative options. Grading will be based on class participation and a final research paper (20-25 pages).

Autumn - Linares, Juan Carlos

#### Health Law and Policy

LAWS 43246 - 01 (3)

This class will explore legal and policy issues in the health care system of the United States. The course begins with an examination of Medicare, Medicaid, and various federal statutes governing the delivery of health care to patients. It then considers the Affordable Care Act and legal and policy issues relating to that Act. Next, it considers the impact of other laws such as the antitrust and tax laws -- as well as state law and policy -- that bear on the provision of health care services. At the conclusion of the course, students should have a good understanding of the complex and often conflicting laws and policy that govern the delivery of health care services in this country.

Autumn - Bierig, Jack

#### Historic Preservation Law

LAWS 53185 - 01 (2)

This seminar explores the roots of historic and cultural preservation, examines the question of why (or whether) cultural artifacts should be preserved and looks at the current federal and local laws affecting historic and cultural artifacts. We will look

at our own Saarinen-designed Law School building in this context. We will reexamine the validity of the *Penn Central v. City of New York* decision as a rationale for preservation and its impact on private property rights. Finally, we will try to understand how changing societal values influence the selection and preservation of historic artifacts. Grade is based on four short papers, preparation and class participation.

Autumn - Friedman, Richard

#### Hopi/Alaska Law Practicum

LAWS 53359 - 01 (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.

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. Participation may be considered in final grading.

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. A major paper of 20 - 25 pages is required. Participation may be considered in final grading.

Winter - Kendall, Virginia

#### Immigrants' Rights Clinic

LAWS 90211 - 01 (2 TO 3)

The Immigrants' Rights Clinic provides legal representation to immigrant communities in Chicago, including individual representation of immigrants in removal proceedings, immigration-related complex federal litigation, and policy and community education projects on behalf of community-based organizations. Students will interview clients, develop claims and defenses, draft complaints, engage in motion practice and settlement discussions, appear in federal, state, and

administrative courts, brief and argue appeals, and engage in media advocacy. In the policy and community education projects, students may develop and conduct community presentations, draft and advocate for legislation at the state and local levels, and provide support to immigrants' rights organizations. The seminar will meet for two hours per week and will include classes on the fundamentals of immigration law and policy as well as skills-based classes that connect to the students' fieldwork. Both 2L and 3L students are encouraged to apply. Students must enroll for either 2 or 3 credits each quarter and must enroll for all three quarters. Instructor note: while many clinic activities can be conducted remotely, there may be some fieldwork activities, such as client interviews and court hearings, that must be conducted in-person. Students who will not be geographically located in Chicago for some or all of the year should speak with Professor Hallett before bidding. Students with questions may contact Professor Hallett at [nhallett@uchicago.edu](mailto:nhallett@uchicago.edu) to learn more.

Students will be evaluated on the fieldwork portion of course on the basis of whether they:

- Fulfill professional obligations to clients
- Work diligently and zealously towards accomplishing the clients' goals
- Collaborate with team members and supervisor effectively
- Show willingness to learn new skills and confront new legal problems
- Show improvement in legal writing, oral advocacy, and other lawyering skills
- Willingly incorporate feedback into your work
- Use reflection to learn from clinic experiences
- Display responsibility, collegiality, and professionalism
- Meet internal and external deadlines
- Attend class prepared to discuss readings and regularly participate in classroom discussions
- Practice excellent file management and time-keeping

Autumn, Winter, Spring - Hallett, A. Nicole

## 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. This class has a final exam. Participation may be considered in final grading.  
Spring - Hallett, A. Nicole

#### 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. Students also present on such topics at the Argonne National Laboratories' Chain Reaction Innovations Incubator and at the Polsky Center. 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. Students will work with startups across a wide variety of industries and will also complete non-client related homework assignments to prepare them for client work. Students are required to enroll in the Clinic for a minimum of two consecutive quarters, and enrollment is currently capped at three consecutive quarters of participation. Students may take between 1-3 credits in any given quarter.

Students will be evaluated based on the quality of work they prepare for the Clinic's clients, how well they interact with clients and demonstrate a command of the soft skills required for effective transactional legal practice, and the volume and quality of their participation during in-class sessions.

Autumn, Winter, Spring - Underwood, Emily

#### Innovation Fund Associates Program Practicum

LAWS 81027 - 01 (3)

The Innovation Fund Associates ("IFA") program practicum is an avenue for law students who are accepted into the IFA program to receive course credit for their participation in lieu of the available stipend. Information regarding the IFA program can be found here: <https://polsky.uchicago.edu/programs-events/innovation-fund-associates-program/>.

Students receive 3 credits during each of the Spring and Autumn Quarters, and prepare brief response papers during each of those quarters reflecting on their experience. There is substantial training during the Winter Quarter but no credit is offered for this time. During the Spring and Autumn Quarters, in addition to the final presentation date and celebratory dinner that follows, students should plan on

meeting (1) for two to three hours every other Friday at noon for status updates, (2) on three to four additional dates that will be communicated to accepted students during the preceding quarter for trainings on topics such as patent law, FDA regulatory processes and compliance, public speaking, and other subjects relevant to the funding candidates during that cycle, and (3) two to three times per week with their teams, fund leaders, funding candidates and industry experts as part of the diligence process. There is substantial individual work outside of these meetings. Students do all coursework at the Polsky Center with potential site visits to the offices of industry experts and target companies. The approximate time commitment for the program is an average of 15 hours per week, although that may vary. Students may either take the offered stipend or course credit in any given quarter, but not both, and must be accepted into the IFA program through its normal application procedures before they are eligible to participate in the practicum.

Autumn, 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.

Evaluation is based holistically on the student's client work.

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



### 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 (20-25 pages). 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-11:15am from August 24 - September 4. There will be an additional optional Zoom library session on September 2 from 11:30am-12:30pm. Classes will be conducted remotely via Zoom. All times are listed in Central time and students should take any time differences in their physical location into account when deciding whether to register for the seminar. Students should plan to spend a substantial part of each afternoon doing written homework which is due each evening, and a part of each evening doing reading and preparation for the next day's class. The seminar will serve as an introduction to contract 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. Students are not eligible to register if they have taken Contract Drafting and Review, Advanced Contract Skills or other similar contract drafting courses. For more information regarding the Intensive Contract Drafting Workshop, please email Professor Underwood at [underwood@uchicago.edu](mailto:underwood@uchicago.edu).

Autumn - Underwood, Emily

### 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.

Spring - D'ambrosio, Alan

### International Commercial Arbitration

LAWS 53310 - 01 (2)

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 paper (20-25 pages). This Seminar

will satisfy part of the lesser of the school's two writing requirements, if substantial research and written work is completed.

Winter - Rubinstein, Javier

#### International Humanitarian Law

LAWS 53322 - 01 (3)

This course is an introduction to international humanitarian law (IHL), otherwise known as the law of armed conflict. It will cover cover sources of IHL, including: the Hague and Geneva treaty regimes; jurisprudence of international and national courts; national legislation, especially in the United States; and the practice of both state militaries and non-state actors. The course will explore three fundamental tensions that structure recurring debates in IHL: between humanitarianism and war; between state and non-state forms of organized violence; and between the formal equality of sovereign states and the realities of an unequal international system. A series of research papers (20-25 pages) is required. Participation may be considered in final grading. Public International Law and International Human Rights Law are recommended, but not required.

Winter - Li, Darryl

#### 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. This class has a final exam.

Winter - Chilton, Adam

#### Introduction to American Law and Legal Institutions

LAWS 43204 - 01 (3)

This course will consider a variety of legal institutions and how they interact to produce a distinctly American configuration of law. Since Tocqueville, observers have noted that Americans have a distinctly legal mode of organizing society: as he put it "Scarcely any political question arises in the United States that is not resolved, sooner or later, into a judicial question." More than citizens of other advanced democracies, they seem willing to turn to courts to resolve disputes, from

those about mundane traffic accidents to major disputes of politics and public policy, and to emphasize punitive legal sanctions. The causes and consequences of this litigiousness will be explored through the lens of legal institutions. The course will begin with an introduction to the constitutional structure and then proceed to examine particular legal institutions. Subjects will include the civil and criminal jury, the role of lawyers, the political role of the judiciary, and legalistic modes of administrative regulation. The emphasis will be on how the institutions actually operate, and readings will be drawn from both legal and social scientific literature. This class will have a final exam. This class is only open to LLM students.

Winter - Ginsburg, Thomas

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

\*Depending on the enrollment outcome, this course may qualify to be all in person.  
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.

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

Winter - Goldin, Jacob

#### Is Our Constitution Undemocratic?

LAWS 50104 - 01 (2)

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.

Spring - Lakier, Genevieve

#### Islamic Law: Foundations and Current Issues

LAWS 53360 - 01 (3)

Since its inception, Islamic Law has grown from a set of rules governing life in 6th century Arabia to a global body of law developed across time and place with application to religious, civil, criminal, constitutional, commercial, and international law. The primary objective of the seminar will be to give students a basic understanding of Islamic Law and the issues faced in applying Islamic Law in the modern context, 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. A series of research papers is required (20-25 pages). Participation may be considered in final grading. 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.

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 required as either a pre-requisite or co-requisite for 2L and 3L students participating in the clinic. Students who have successfully completed a course covering content comparable to the U.S. Supreme Court: Theory and Practice seminar may seek consent from Professor Konsky to waive the co-requisite requirement. Academic credit for the clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Students are evaluated on their clinical work. Participation may be considered in final grading.

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

#### Judicial Opinions and Judicial Opinion Writing

LAWS 52003 - 01 (3)

Judicial opinions are the means by which judges explain their rulings to the litigants and their lawyers, and in many instances (depending largely, but not exclusively, on whether the judge is writing on behalf of a court of review) to the bar as a whole, other judges, other branches of government, and/or the public at

large. For those of you planning to serve as a law clerk after graduation, opinion drafting and editing likely will comprise the lion's share of your work. For those of you planning on a career as a litigator, understanding the elements of judicial opinion writing will help you to effectively frame your arguments in your briefs and at oral argument. And for all of you, reinforcing the skills necessary to write clearly and edit wisely will serve you well whatever your future plans. The class will begin with a careful review of the work of some well known judges, past and contemporary. The remaining sessions will proceed largely in a workshop format. For the first half of the remaining sessions, each of you will rewrite a recent, published appellate opinion that we will select. For the second half, each of you will write an appellate opinion from scratch based on a real case that we will select and that will recently have been argued. If your opinion is up for discussion for a given week, we will ask that you post it to the class site by noon on the Monday preceding the class so that we and the other students can read it. More than one student will be assigned each rewritten and original opinion, enabling the class to compare different approaches taken to the same set of problems. The point of this, as you'll see, is entirely pedagogical; it is not to turn this class into the law school equivalent of Top Chef or Project Runway. There is no single right way to construct an eminently readable and learned opinion.

Winter - Hochman, Robert; Feinerman, Gary

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

LAWS 47411 - 01 (3)

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

others). No familiarity with either jurisprudence or philosophy will be presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions. Attendance at the first session is mandatory for those who want to enroll. This class has a final exam.

Spring - Leiter, Brian

#### Kirkland & Ellis Corporate Lab Clinic

LAWS 91562 - 01, 02 (3, 3, 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



**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 (20-25 pages). The paper will be a mock appellate brief.

Participation may be considered in final grading.

Winter - Taylor, Camilla

**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 examination.

Spring - Whitehead, James

**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.

A major paper (20-25 pages) is required. Students will be required to complete a review and critical analysis of the literature on a specific topic in development. The topic must be approved by the professor. Participation may be considered in final grading.

Winter - Malani, Anup

#### Law and Literature

LAWS 53347 - 01 (3)

This seminar explores the interdisciplinary field of law and literature. Literature is important for understanding law because it teaches a certain way of thinking -- one that emphasizes close reading of text, competing interpretations, and empathetic judgment. Law is important to understanding novels, plays, poetry, and short stories where they make certain assumptions about law or develop themes about the relationship of law, society, and justice. This seminar will explore these and related topics through a variety of literary works of short to moderate length (to be announced by the time of winter registration). We will address specific questions like the following: What can literature and literary imagination bring to performance of legal tasks, including "telling stories" about facts and cases, or understanding the nuances of moral responsibility? What different (or similar) interpretative rules do lawyers and literary critics employ in construing a text? Can legal analysis bring new insight into the meaning of classic literature or offer compelling new critiques? Students will be graded on attendance, participation, and a series of short research papers.

Winter - McAdams, Richard

#### 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, in part, on the instructor's experience as former Corporation Counsel and senior legal advisor to the Mayor of the City of Chicago. 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 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, competing legal and policy interests, and possible policy alternatives, and advise their "client" accordingly. Grades will be based on class participation and performance in role-playing exercises and short (5 page) reaction papers concerning three of the case studies that will be examined.

Autumn - Patton, Stephen

#### Law and Society

LAWS 43219 - 01 (3)

This seminar offers an introduction to the central themes and major debates in the field of Law and Society. The field of sociolegal studies is an interdisciplinary one, and reflecting this, the course will emphasize research in sociology, political science, psychology, anthropology, and legal studies. We will explore classic readings from the Law and Society canon as well as more contemporary research and theory. We will analyze the readings for both their theoretical and empirical contributions, as well as for the methodologies the authors deploy. The themes we will consider over the course of the quarter include the tension between state or "official" law and nonlegal norms for ordering everyday life; the factors that influence who mobilizes the law (and who doesn't); and what it means to use law in contexts other than courtrooms, such as in families, neighborhoods, workplaces, social movements, and mass media. We will explore the debate about the value of rights and litigation strategies in efforts to produce social change, and we'll examine the ubiquitous role of law in popular culture. The course will conclude

with a look forward at future directions in law and society research. Final grade will be based on a major paper (20-25 pages).

Autumn - Marshall, Anna-Maria

#### 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 final exam. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD students, and undergraduate finance or accounting majors) may not take the course for credit.

Winter - Sylla, John

#### Legal History of the Founding Era

LAWS 43368 - 01 (3)

This class explores the legal world of the late eighteenth century from the period just before the Revolution to the ratification of the Constitution. Among other topics, the class covers debates over the economic and political conditions that shaped the constitutional moment, and the implications of those debates for constitutional interpretation. This class requires a series of reaction papers. Participation may be considered in final grading. Students who have already taken the short course Law and the American Revolution may not enroll.

Spring - Peterson, Farah

#### Legal Profession

LAWS 41002 - 01 (3)

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

we are and what we stand for as lawyers. A student's grade is based on a final examination. This class will be capped at 50.

Spring - Alberts, Barry

#### Legal Profession: Ethics

LAWS 53101 - 01 (3)

This seminar addresses ethical considerations and issues encountered during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar. Using materials from casebooks, the Model Rules of Professional Conduct, cases or articles of particular interest, and videos, we will discuss within the context of the Model Rules the ethical situations that lawyers face. There will be a particular focus on the ambiguities of how to handle particularly difficult issues encountered in the practice of law and the rules and framework to which attorneys can turn in determining how to handle those situations. Throughout the seminar, we will consider certain overarching questions, including: a. are lawyers authorized by their duties to clients to lie, b. is civility consistent with the duty of vigorous representation, c. are aspects of the practice of law beyond the rules, and d. can there be a conflict without direct adversity. This seminar will be taught as a participatory class and will use structured hypotheticals, role playing, class discussions, and class competitions. A short quarter ending presentation is required. Students will be evaluated both on the quality and extent of their participation and the presentation and on the basis of a paper of 20 pages in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Attendance is mandatory. 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 final exam and a 10 page paper on a topic of the student's choosing in consultation with the Instructor.

Spring - Peters, Lynda

#### Legislation and Statutory Interpretation

LAWS 44201 - 04 (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 examination.

Spring - McAdams, Richard

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

LAWS 53348 - 01 (2)

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

Spring - Conyers, Herschella

#### Litigation Laboratory

LAWS 81015 - 01 (3)

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

Winter - Masters, Catherine; Clark, James

**Managerial Psychology**

LAWS 57507 - 01 (3)

Successfully managing other people - be they competitors or co-workers - requires an understanding of their thoughts, feelings, attitudes, motivations, and determinants of behavior. Developing an accurate understanding of these factors, however, can be difficult to achieve because intuitions are often misguided and unstructured experience can be a poor teacher. This course is intended to address this development by providing the scientific knowledge of human thought and behavior that is critical for successfully managing others, and also for successfully managing ourselves.

Using a combination of lectures, discussions, and group activities, the course offers an introduction to theory and research in the behavioral sciences. Its primary goal is to develop conceptual frameworks that help students to understand and manage effectively their own complicated work settings.

The course is organized into two main sections: (1) the individual, and (2) the organization. The first half of the course is concerned with issues related to individual behavior, such as how people's attitudes influence their actions, how people form impressions of others and attribute causes of behavior, and how the choices people make are influenced by characteristics of the decision-maker and the decision-making process. The second half of the course turns to people's behavior in the context of a larger enterprise. It addresses how organizations can successfully coordinate the actions of their members. Topics in this section include effective group decision-making, development and function of organizational culture and persuading others.

Grades are based on class participation, a midterm, and a final group paper that applies course concepts to an organization.

Spring - McGill, Ann

**Mergers and Acquisitions**

LAWS 53107 - 01 (2)

This class will delve into the primary legal issues confronted by an M&A lawyer in a major US law firm or legal department. The class will examine acquisitions of public and private companies.

A series of reaction papers will be required for this class. Participation may be considered in final grading. Prerequisite: Business Organizations

Spring - Junewicz, James

### 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. This class has a final take-home examination. Participation may be considered in final grading.

Autumn - Nozette, Mark

### Non-Profit Organizations

LAWS 43307 - 01 (3)

This course explores the laws and policies governing nonprofit organizations and charitable giving. Topics covered include: the formation, dissolution, and restructuring of nonprofit organizations; fiduciary duties of officers and directors; criteria for exemption from federal income tax; political activities of nonprofit organizations; rules governing private foundations; deductibility of charitable contributions; and the tax treatment of social welfare organizations, labor unions, business leagues, social clubs, and fraternal organizations. Students will have several opportunities throughout the quarter to meet and speak with leaders of local nonprofit organizations, who will be guests in the seminar. Grades will be based on a final examination. Instructor's approval is required for students who have not completed or are not currently enrolled in Introductory Income Tax.

Spring - Hemel, Daniel

### Partnership Taxation

LAWS 44301 - 01 (3)

A review of the principles of partnership taxation, with an emphasis on the tax consequences of the formation, operation and dissolution of partnerships. Matters discussed include the treatment of leverage, capital accounts, disguised sales, mixing bowls, anti-abuse rules and other aspects of partnership taxation. This class has a final exam. Participation may be considered in final grading. Prerequisite: Introductory Income Tax.

Spring - Haddad, Maher



#### 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 a final examination. Students from all backgrounds -- technical or not -- are encouraged to enroll. Participation may be considered in final grading.

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; Cherny, Steven

#### Philos. of Natural Law and Natural Right

LAWS 53428 - 01 (2)

The seminar will offer a comparative approach to four classic positions on natural law and natural right: Aquinas, Hobbes, Rousseau, and Kant. Our work is chiefly that of reading and seminar conversation. At the end of the term, we will consider a few post-1945 international human right documents and render a verdict on the relevance of our classic thinkers. On that verdict, there will be a written exercise in fashion of Oxford gobbets. This class has a final take-home exam. Participation may be considered in final grading.

Autumn - Hittinger IV, Francis Russell

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 Legal Aid Chicago, 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. A 10 page paper is required.

Winter, Spring - Wood, Lawrence

Presence: Performance Skills for Lawyers

LAWS 53498 - 01 (2)

This seminar examines the performance, improvisation, storytelling, and engagement skills necessary to help you excel as an attorney and beyond. Through a series of interactive group exercises and games, performance theory discussions, and individual assignments, we will explore how to tap into your unique, authentic voice to positively engage others and better represent your clients. By the end of this course, you should be able to speak and move with more freedom and presence, listen fully and authentically, and joyfully connect with audiences of all sizes and backgrounds. No prior performance or public speaking experience necessary; just bring your full attention, sense of curiosity and play, and willingness to express yourself to each class. This is a performance skills course, so in-class participation, discussion, and presentations will be the basis for evaluation.

Autumn - Marchegiani, Paul

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 mock exercises. The student's grade will be based on class participation, including participation in mock exercises, and written work product (series of research papers (20-25 pages)).

Winter - Fields, Barry

#### Price Theory 1

LAWS 97101 - 1 (3)

Theory of consumer choice, including household production, indirect utility, and hedonic indices. Models of the firm. Analysis of factor demand and product supply under competitive and monopolistic conditions. Static and dynamic cost curves, including learning by doing and temporary changes. Uncertainty applied to consumer and producer choices. Property rights and the effects of laws.

Investment in human and physical capital.

Autumn - Murphy, Kevin

#### Private Equity Transactions: Issues and Documentation

LAWS 53224 - 01 (3)

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

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

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 final exam, several short response papers, and a class participation component. This seminar will fulfill the professional responsibility requirement.

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

#### Project Finance in Emerging Markets

LAWS 53417 - 01 (2)

This class will explore the principles of project finance and their application to projects in emerging markets, with a particular focus on Latin America. The class will include various case studies and will include the review of core contracts and a discussion of common legal issues that arise in the cross-border context.

Participation may be considered in final grading.

Spring - Ramirez, Jaime

#### 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; there will be b3-4 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 20 students.

Participation may be considered in final grading.

Autumn - Jacobson, Martin

Property (for LLMs)

LAWS 30411 - 01 (3)

This course is intended to offer an overview of American property law (and its English antecedents) on three major topics. The first deals with the rules of acquisition and protection for property rights in various forms of resources: land, water, air, minerals oil and gas, and intellectual with emphasis on the economic explanation for the different form of rights structure. The second unit deals with the unique Anglo-American treatment of estates in land (i.e. land projected on the plane of time) including the rules the govern the validity and the interrelationships among such interests. The third deals with the various rules of land use control, covering covenants, easements, zoning and eminent domain. Throughout the course comparisons will be made to civil law systems, both from the Roman and the modern civil law. This class has a final exam.

Spring - Epstein, Richard

Property Theory

LAWS 53321 - 01 (3)

This seminar will survey many of the most important contributions to property law scholarship. The readings will consist of classic law review articles that have helped define the discipline as well as articles by leading contemporary academics. The seminar will explore key themes in real property, such as the relationship between formal rules and informal social norms, the role of information and transaction costs, the moral significance of commodification, and the distributional and efficiency implications of different property arrangements. This seminar is ideally suited to students who might want to become law professors in the future.

Students will be evaluated on the basis of a series of brief reaction papers, a short final paper that sketches out a roadmap for an article-length piece of property scholarship, and class participation. While seminar students will not produce a substantial piece of scholarship during the seminar itself, the seminar's goal is to help students identify promising ideas for such scholarship that can be pursued

during a subsequent quarter, or independently in the case of graduating students.

Prerequisite: Property.

Spring - Strahilevitz, Lior

#### 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 International Law

LAWS 43230 - 01 (3)

This course is an introduction to public international law, which is the body of law that nation states have jointly created for the purpose of governing their relations. The course focuses on the sources of international law, international institutions such as the United Nations, international adjudication, and various substantive fields of international law, such as the use of force, human rights, the treatment of aliens, and international environmental law. Grades will be based on a take-home examination, with marginal bonus for participation. A paper option is allowed for students who wish to write an SRP.

\*Depending on the enrollment outcome, this course may qualify to be all in person.

Autumn - Ginsburg, Thomas

#### Public Land Law

LAWS 44501 - 01 (3)

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

protection of wildlife, and wilderness preservation. The choice of subjects to be studied will depend in large part on the interests of the students who enroll. This class has a final take-home examination.

Autumn - Helmholtz, Richard

#### Public Law in the Time of Trump

LAWS 53416 - 01 (2)

Recent events, including President Trump's controversial policies and actions, the COVID-19 pandemic, and nationwide protests over police brutality, have placed a strain on administrative law and institutions in the United States. In this seminar, invited speakers from other law schools will present scholarship that examines these developments. The seminar serves the dual purpose of introducing students to scholarly approaches to understanding contemporary events, and educating them about the relevant administrative and constitutional rules, particularly those that address crises and fast-changing problems. Students will read academic articles, draft short reaction papers, and be prepared to ask questions of the speaker. The Q&A with each paper's author will be followed by discussion among the students and professors regarding the strengths and shortcomings of the scholarship presented. This seminar will be conducted entirely via Zoom to facilitate the inclusion of invited speakers from other schools.

Autumn - Masur, Jonathan; Posner, Eric

#### Race and Criminal Justice Policy

LAWS 43227 - 01 (3)

This class will examine issues of criminal justice policy with a lens focused on the problem of racial disparity. We will assess disparities in the application of the law as well as the racially disparate effects of criminal justice-related practices, and we will consider why those practices exist and whether there are viable alternatives to them, taking into account a variety of perspectives. Specific topics will touch on a variety of stages of the criminal justice process, including policing, bail decisions, prosecution and plea-bargaining, sentencing, corrections, parole, and reentry. Students need not have prior training other than introductory Criminal Law. This class has a final exam.

Spring - Starr, Sonja

#### 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. This seminar includes a major writing project in the form of a seminar paper.

Participation may be considered in final grading.

Winter - 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.

Winter - Small, Andrew



### Regulation of Sexuality

LAWS 43229 - 01 (3)

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

Spring - Case, Mary Anne

### 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 & socio-economic trends. Such segregation has in turn given rise to many social justice issues that impact Chicago communities.

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 in prior years have focused on criminal law, policing, environmental justice, human rights, corporate law, education, & housing. Each session will present a tailored mix of legal doctrine, interdisciplinary insights, & 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. This year, we will follow a similar format, but focus on events from the past year.

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; and 3) class participation.

Winter - Weinstock, Robert; Hermalik, Amy

#### Restructuring in Bankruptcy: Strategy and Tactics

LAWS 53235 - 01 (3)

This experiential seminar focuses on strategy and tactics in restructuring financially stressed and distressed companies. We will use a case study to illustrate the dynamics of advising boards of directors regarding fiduciary duties, stakeholder negotiations, and complex legal issues facing troubled companies. The seminar alternates between a interactive learning session and an experiential session where students prepare and present to a mock board of directors or management of a financially distressed company. Grades will be based 75% on the in-class presentations, 10% on class participation, and 15% on a 10-15 page client memorandum.

Prerequisite: Bankruptcy (recommended but not required)

Spring - Husnick, Chad

#### Retail Law and Transactions

LAWS 81024 - 01 (2 TO 3)

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

Spring - Zarfes, David; Afendoulis, Peter; Avratin, Joshua

### Roman Law

LAWS 53137 - 01 (3)

The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. This class will be assessed via a series of short research papers.

Spring - Epstein, Richard

### Secured Transactions

LAWS 42201 - 01 (3)

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

Spring - Picker, Randal

### Secured Transactions

LAWS 42201 - 01 (3)

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

Winter - Casey, Erin

Securities 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.

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

Winter - Henderson, M. Todd

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

Corporations or Business Organizations is recommended.

Spring - Malani, Anup

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.

Spring - Jacobsen, Joni; Feirson, Steven

#### 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. Grading is based on the following: class participation; 3 reflection reports; problem sets; prep notes; final paper

Winter - Wu, George

#### Structuring Financial Instruments

LAWS 53223 - 01 (2 TO 3)

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

Spring - Sussman, Jason

### Supreme Court Reform

LAWS 53481 - 01 (2)

The seminar will discuss various proposals for reforming the Supreme Court in particular and the judiciary in general. It will begin with a discussion of the current political context and how judicial reform has come to be a serious possibility for the first time in almost a century. It will then turn to more theoretical readings, covering the basic political philosophical considerations that bear on the issue. Finally, we will discuss different concrete reform proposals, both in terms of legality and desirability. Students will work in small groups to prepare and present memos evaluating specific reform proposals. Participation may be considered in final grading.

Winter - Doerfler, Ryan

### Technology Policy

LAWS 53287 - 01 (2 TO 3)

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 [cjil.uchicago.edu](http://cjil.uchicago.edu).

Winter - Casey, Anthony

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

LAWS 53382 - 01 (2)

This seminar will be offered to a small group of law students who are also enrolled in Con Law VII, and will entail co-teaching a group of high school students from the University of Chicago's Woodlawn Charter and Laboratory Schools. Each law student will be paired with two high school students, and will be responsible for supporting those students' learning, commenting on their weekly papers, co-running weekly small group sessions, and meeting an additional hour a week with the other law students and Professor Buss to plan the curriculum and discuss the insights gained from the class. Reading will build upon the reading for Con Law VII, to increase the law students' expertise on the topics addressed in the High School seminar. Topics will include: Students' religious and speech rights, due process rights, and rights against search and seizure in school, children's reproductive rights, and children's rights in the criminal justice system. Law Students' writing will consist of (1) weekly response papers addressing high school students' participation and reflecting upon the high school students' comments and (2) weekly comments provided to their two assigned high school students on the high school students' weekly reflection papers. Advance approval by Emily Buss is required., and space is limited. If you are interested, please contact her by email at [ebussdos@uchicago.edu](mailto:ebussdos@uchicago.edu) at your earliest convenience.

Corequisite: Constitutional Law VII

Spring - Buss, Emily

### The History of American Federalism: Origins to the Civil War

LAWS 53336 - 01 (2 TO 3)

This seminar examines the history of American federalism, both as a constitutional value and as a product of intellectual history, from its early modern European antecedents to the U.S. Civil War. Topics include the legal and political organization of the colonies and the British Empire; early American federal experiments; the American Revolution and the Articles of Confederation; the drafting and ratification of the Constitution; the nullification crisis; secession; and the Civil War. Readings will come from primary historical sources, secondary sources in history and law, political theory, and cases. Grades will be based on a series of short response papers and an in-class presentation. Students wishing to take the seminar for three credits must write an additional short research paper of 10 to 15 pages in addition to the rest of the coursework. Participation may be considered in final grading.

Spring - LaCroix, Alison

### The Internet Economy

LAWS 53454 - 01 (2 TO 3)

The Internet is contributing to economic growth that exceeds the pace of the Industrial Revolution of the 1800s. The Internet is transforming the global economy, creating enormous value for founders, firms, investors, and consumers. Today, the seven most valuable public companies in the world-- Apple, Microsoft, Amazon, Alphabet, Facebook, Tencent, and Alibaba- all compete in the Internet Economy. At the same time, there is also an unprecedented number of so-called Unicorns, start-ups valued at more than a billion dollars, trying to disrupt these platforms and ecosystems, as well as every other sector of the economy. The emergence of these highly funded private companies alters the structure and dynamics of the market in seismic ways. This seminar seeks to explore many of the most important historical and current trends and themes in the Internet and technology economy and ecosystem. We will explore the incentives of the major constituencies in the ecosystem, including firms (and the difference in incentives between founders, managers, employees), investors (the difference between private and public market incentives), consumers, and politicians, and other constituents. We will examine the overall structure and competitive dynamics of firms within the overall Internet economy, focusing on critical horizontal and vertical markets. To aid in our discussion, we will explore a range of business and legal concepts, with a specific focus on how decision-makers apply (or not) these concepts in real life. Specifically, we will explore concepts related to corporate finance, competitive strategy, economics, and behavioral economics, psychology, and history. We will also explore the legal and policy structure, foundation, and issues that serve as the backdrop for the Internet economy. Evaluation will be based on a paper (10-15 pages) and short weekly class preparation (2 credits). Students may earn 3 credits by doing an extra, short assignment.

Autumn - Grusd, Jared

### 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. This class has a final take-home examination. Participation may be considered in final grading. Students may qualify for an additional credit hour by writing a substantial paper. Criminal Procedure is suggested as a pre-requisite, but not required.

Autumn - Fairley, Sharon

The Lawyer as an Entrepreneur: Analyzing & Evaluating Early-Stage Ventures  
LAWS 53188 - 01 (1)

The seminar will explore the legal challenges that arise in taking a business concept and growing it into a sustainable entity. Through group discussions, and tapping a number of legal disciplines, seminar participants will examine how to identify a start-up's value proposition along with its risks. In addition, participants will examine how early-stage ventures secure funding, with an emphasis on raising money under safe-harbor provisions and new crowdfunding regulations. The Seminar participant's grade will be based upon participation and an in-class presentation, with supporting material, incorporating the learnings of the Seminar.

Winter - Kennedy, Michael

The Original Meaning of the Privileges or Immunities Clause  
LAWS 53474 - 01 (3)

The Fourteenth Amendment, enacted in the wake of the Civil War, provides that "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States." But this Clause was quickly diluted by the courts, so its true meaning remains obscure. But if the original meaning of the Fourteenth Amendment is to be recovered, the Clause's meaning is central to debates over the incorporation of the Bill of Rights, the status of unenumerated rights, and principles of antidiscrimination. This seminar will be a deep dive into the original meaning of that Clause, via a mix of primary sources and competing scholarly theories. It will presume a great deal of constitutional law background, so students should have prior or concurrent enrollment in Con Law III, or the permission of the instructor. This class requires a major paper (20-25 pages). Participation may be considered in final grading.

Spring - Baude, William

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 - Casey, Anthony

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 - Casey, Anthony

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.

Winter - Roin, Julie

**Toxics, Toxic Torts and Environmental Injustice**

LAWS 46010 - 01 (3)

This course will expose students to common law and administrative approaches for addressing actual and potential public health and environmental harms from toxic substances. The course will begin by examining common law approaches, including theories of liability, causation, admissibility of evidence, proximate cause, damages, defenses, apportionment among multiple parties, and procedural issues. The course will then look at regulatory approaches to risk assessment and risk management and at specific federal laws to address toxic exposures in the workplace (OSHA), of hazardous waste (RCRA and CERA (Superfund)), and of potentially toxic products (FIFRA, TSCA). Throughout the course, students will learn about how individuals and groups, including low-income and people-of-color communities, have sought redress for the toxic exposures they have faced. The course is a complement to Professor Kim's Environmental Law: Air, Water, and Animals course; neither is a prerequisite for the other, and the two share little overlap. A series of research papers is required (20-25 pages). Participation may be considered in final grading.

Winter - Templeton, Mark

**Trade Secrets and Restrictive Covenant Litigation**

LAWS 53130 - 01 (3)

In this seminar, students will learn how to litigate and try trade secrets and restrictive covenants cases. Two active practitioners in the field will teach this seminar based on actual recent cases. Each class will include instruction on the substance of the law in the field and actual practice techniques, including on-your-feet argument in each class. Specifically, all students will have the opportunity to argue various aspects of trade secrets and restrictive covenants cases, ranging from motions to dismiss, TRO/preliminary injunction motions, motions to compel, summary judgment motions, and post-judgment appeals.

Winter - Slade, Michael; Sieve, Brian

**Trademarks and Unfair Competition**

LAWS 45701 - 01 (3)

The course covers federal and state doctrines governing trademarks and rules designed to protect against false advertising and deception of consumers. In addition to the technical requirements for trademark eligibility, registration, infringement, and dilution, the course covers the constitutional and economic underpinnings of trademark protection, evaluate current shifts toward the "propertization" of trademark law, First Amendment defenses, common law

misappropriation, right of publicity, and FTC law. Grades are based on a final take home examination. Participation may be considered in final grading.

\*Depending on the enrollment outcome, this course may qualify to be all in person.

Autumn - Ben-Shahar, Omri

### Tragedy and Philosophy

LAWS 96303 - 1 (3)

Ancient Greek tragedy has been of continuous interest to philosophers, whether they love it or hate it. But they do not agree about what it is and does, or about what insights it offers. We will study the tragic festivals and a select number of tragedies, also consulting some modern studies of ancient Greek tragedy. Then we shall turn to philosophical accounts of the tragic genre, including those of Plato, Aristotle, the Greek and Roman Stoics (especially Seneca), Lessing, Schlegel, Hegel, Schopenhauer, Nietzsche, Iris Murdoch, Sartre, and Bernard Williams. If we have time we will include some study of ancient Greek comedy and its philosophical significance. Admission by instructor permission and it must be sought in email by September 15. Prerequisite: An undergrad major in philosophy or some equivalent solid philosophy preparation, plus permission. This is a 500 level course. Ph.D. students in Philosophy, Classics, and Political Theory may enroll without permission. Law students with ample philosophical background are welcome to enroll but should ask me first. Undergraduates may not enroll.

Knowledge of Greek is not required at all, but if you do know Greek, bring the Greek texts of works whose original is Greek along with the translations. If needed, try to use the Loeb Classical Library facing-page translations. Students will write a 25 page seminar paper. This class follows the Law School calendar and will begin the week of September 21.

Autumn - Nussbaum, Martha

### Trial Advocacy

LAWS 81010 - 01 (2 TO 3)

This course teaches students the basics of trial advocacy, including formulating a theory of the case, delivering opening and closing statements, conducting direct and cross examinations, introducing exhibits, making and responding to evidentiary objections, navigating technology in the courtroom, and handling experts. The faculty consists of clinical faculty, sitting judges, and trial lawyers from the community who have extensive litigation experience. Students will learn by doing. Each week, faculty will give mini-lectures and then students will perform trial exercises in small groups with faculty supervisors. Each student's performance will be critiqued by a faculty member.

The pre-requisite/co-requisite is Evidence. This course is open to 3Ls only and first priority is given to students enrolled in the Abrams Environmental Law Clinic, the Criminal and Juvenile Justice Project, the Civil Rights and Police Accountability Project, the Employment Law Clinic, and the Federal Criminal Justice Clinic.  
Spring - Zunkel, Erica; Alonso, Jorge; Futterman, Craig; Conyers, Herschella

#### Trial Advocacy

LAWS 81010 - 02 (2 TO 3)

This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will be by lecture, demonstration, and exercise (including a mini-trial). Students who have taken the Intensive Trial Practice Workshop (LAWS 67503) may not take Trial Advocacy (LAWS 67603). An understanding of the Federal Rules of Evidence is preferred but not a prerequisite.

Spring - Cohen, Jay

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

LAWS 45211 - 01 (3)

This course examines the law and practice of private wealth management and transmission, typically within the family and often across generations. Among the topics covered are: (1) the policy basis of inheritance and the changing character of intergenerational wealth transfer; (2) intestate succession; (3) the execution and revocation of wills; (4) the rise of will substitutes, including revocable trusts, life insurance, and pension and retirement accounts; (5) spousal protection against disinheritance; (6) the creation, modification, and termination of trusts; (7) the particular rules applicable to charitable trusts; (8) the fiduciary duties of trustees, the principles governing trust investments, and the emerging use of directed trusts; and (9) the nature of a beneficiary's interest in trust, the range of the trustee's discretion, and the rights of a beneficiary's creditors, with special reference to discretionary, spendthrift, and asset protection trusts. The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized. The final examination will be "open laptop" (open book but no internet).

Participation may be considered in final grading.

Winter - Gallanis Jr, Thomas

U.S. Corporate Law (for LLMs)

LAWS 48210 - 01 (3)

This course will look in depth at the law governing U.S. corporations, with an emphasis on the law of key jurisdictions, like Delaware, New York, and California. The following issues will be examined: corporate purpose, formation and termination, shareholder voting, fiduciary duties, shareholder litigation, LLCs, takeovers, and venture capital.

We will cover the basics of American corporate law and read the canonical American cases, but will spend more time considering these cases and doctrines in comparison to approaches taken in other countries. This is a foundational course, so there are no prerequisites and no familiarity with business, economics, or anything else is required. This class has a final take-home exam. Participation may be considered in final grading. Students may not take this class and Business Organizations.

Autumn - Henderson, M. Todd

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 15-20 pages in length) and a short reaction paper.

Autumn - Konsky, Sarah; Scodro, Michael

U.S. Taxation of International Transactions

LAWS 44601 - 01 (3)

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

Winter - Roin, Julie

U.S. Tort Law (LLM Students)

LAWS 30611 - 01 (3)

This course is designed to give students who are familiar with a non-U.S. legal system a guide to American Tort Law, as well as the ways in which the evolution of

this common law system casts light on the merger of efficiency considerations with the ethical intuitions of voters, juries, and judges. A major focus is on the selective use of strict liability in a system attached to the negligence rule. Attention is also paid to ways in which the system minimizes "errors," but then gives up on this goal when it is suitable to prevent accidents with administrative rather than judicial strategies.

Spring - Levmore, Saul

#### Workshop: Constitutional Law

LAWS 63612 - 01 (1, 1, 1)

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

Autumn, Winter, Spring - Fahey, Bridget; Peterson, Farah

#### 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.

Please note that the Workshop is open to anyone to attend on a non-registered basis. Only law students can take it for a grade (i.e., everyone else takes it P/F) and non-law students should only be able to register if slots are open after law students have registered.

Autumn, Winter, Spring - Fennell, Lee; Dharmapala, Dhammika

#### Workshop: Law and Philosophy

LAWS 61512 – 01 (1, 1, 1)

The Workshop will expose students to work in "general jurisprudence" from roughly the last five years, including some new and forthcoming work. General jurisprudence is that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. Confirmed speakers include Emid Ataq (Cornell), Julie Dickson (Oxford), David Plunkett (Dartmouth), Stephen Sachs (Duke), and Kevin Toh (University College London).

Students who have taken Leiter's "Jurisprudence I" course at the law school are welcome to enroll. Students who have not taken Jurisprudence I must contact the instructor with information about their prior study of legal philosophy. Detailed familiarity with Hart's *The Concept of Law* and Dworkin's criticisms of Hart is essential.

A final paper of 20-25 pages is required.

Autumn, Winter, Spring - Leiter, Brian; Etchemendy, Matthew

#### Workshop: Legal Scholarship

LAWS 68711 – 01 (3, 1, 2)

This workshop is designed for students (including JSDs and LLMs) who are considering an academic career as well as those who want to improve their public speaking and written expression skills. It 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. In the fall young scholars from around the world present works in progress and students write reaction papers and question them as the faculty does in other workshops. As we discuss what does and does not work in these papers and presentations, students will get a clear sense of the types of topics that lead to good papers by young scholars, how good scholarship is structured, and how to give an engaging and clear presentation. In the Winter and Spring students write an original piece of legal scholarship or revise a previously written paper for publication. The goal of the workshop is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys, something all the more



important in the age of Zoom. 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 FALL ONLY version is graded on the basis of short reactions papers and class participation, the full year version grade depends on the written paper and its presentation as well. The full year version may fulfill the WP or the SRP.

Autumn, Winter, Spring - Bernstein, Lisa

Workshop: Public Law and Legal Theory

LAWS 63402 - 01 (0, 0, 1)

Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. The topics are therefore varied, but for the first time, the fall quarter will have a specific topical focus: policing reform. 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. 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 for this workshop. Participation may be considered in final grading.

Autumn, Winter, Spring - McAdams, Richard; Doerfler, Ryan; Huq, Aziz; Starr, Sonja; Fahey, Bridget

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. Students have the option of writing a major research paper for SRP or WP credit or short reaction papers commenting on the works-in-progress presented. Participation may be considered in final grading.

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. This class has a final take-home examination.

Autumn - Duquette, Elizabeth; Scotese, Ariel



## 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 over 12 million print and online volumes of the University of Chicago Libraries and vast research collections through consortial borrowing arrangements with IvyPlus and Big Ten Academic Alliance 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*; *Law in the Era of #MeToo*, and *What's the Harm? The Future of the First Amendment*. 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 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 400 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 and on-line Job Search Guide contain a variety of materials to facilitate student self-assessment and career exploration and to design individual job searches. 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.

98.5 percent of the Class of 2019 found employment within the tracking period. Of those employed, just over 61 percent entered private practice, 27.2 percent obtained judicial clerkships, 1 percent entered business, and 8.4 percent obtained positions in public service and government. During the summer of 2019, 100 percent of the Class of 2020 were employed. The majority of these opportunities were in the private sector and approximately 14 percent of these positions were with government agencies and public interest organizations. 100 percent of the Class of 2021 obtained employment for the summer of 2019. Almost 40 percent of this class worked for government agencies or public interest organizations, approximately 15 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, more than 23 percent of this class worked in the private sector at a law firm or business, and more than 22 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, a 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 for law students and graduates. 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, Office of Career Services counselors assist students with the highly specialized applications for postgraduate project-based fellowships and Government Honors Programs. The Office also participates annually 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 participate in a virtual Public Service Interview Program, or 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 Immigrants' Rights Clinic, the Federal Criminal Justice Clinic, the Housing Initiative Transactional Clinic, the Institute for Justice Clinic on Entrepreneurship, the Global 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 public computer kiosks with printers on the 4th, 5th, and 6th floors of the Law Library. These terminals may be used to print, access email, and access the Internet, including legal research through Lexis/Nexis and Westlaw. **Note: Access to the Library public computers may be restricted due to COVID-19 related regulations.**

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 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 2020-2021 is \$68,652 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 \$31,854 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 \$92,162 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

The majority of 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. If a candidate has external financing to support them during the program, the Graduate Studies Committee reserves the right to alter the financial support provided by the University of Chicago.





# INFORMATION FOR APPLICANTS TO THE J.D. 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. Applicants may consult the LSAC Official Guide to ABA-Approved Law Schools (“the Official Guide”), prepared by the Law School Admission Council (LSAC) for information about most U.S. law schools. The Official Guide is available on LSAC’s website ([www.lsac.org](http://www.lsac.org)). Applicants may 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 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 should 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 from the past five years before their applications will be considered. We are also accepting the LSAT-Flex, GRE General Test at Home, and GMAT Online Exam (if applicable) to satisfy the standardized test requirement. Applicants may only submit a GMAT score or GMAT Online Exam 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. Early Decision applicants and applicants to the Chicago Law Scholars Program must take the LSAT no later than the November 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.

**Joint and Dual Degrees.** Dual degrees are available with any University graduate or professional division. Applicants interested in the accelerated three-year JD/MBA must submit the joint application located at [www.chicagobooth.edu/mba/joint-degree/jd-mba](http://www.chicagobooth.edu/mba/joint-degree/jd-mba). Applicants interested in any other dual degree must submit the Law School's application and the other division's application according to the respective school's application instructions.

**Visits.** We encourage all prospective applicants to visit the Law School virtually or in-person – depending upon current guidelines. In the fall, we conduct information sessions for prospective applicants; please check our website ([www.law.uchicago.edu/visit](http://www.law.uchicago.edu/visit)) for more details on how to plan your virtual 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 ABA-approved 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 and accelerated three-year JD/MBA degree, 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

## INFORMATION ABOUT THE STUDENT BODY, 2019-2020

### DEGREES CONFERRED BETWEEN SUMMER 2019 to SPRING 2020

### FOR THE DEGREE OF MASTER OF LAWS

Raz Agranat	Arno Janssens
Genevieve Louise Auld	Saachi Jaideep Kapoor
Juan Pablo Barrios Reina	Akira Karasawa
Guilherme Antonio Bassan Amorim	Yuki Katagiri
Luiz Fernando Bueno Pereira do Lago	Ayaka Kato
Sergio Buenrostro Rivas	Melissa Josephine Kelley
Gustavo Siqueira Calazans de Freitas	Ilroh Kim
Rosane Marques Rosado Carmona	Rosalind M. Kós
Kuo-Jui Chen	Igor Kungurov
Siyuan Cheng	Han Kwak
Ricardo Crispim Leite	Hui-Chen Lan
Eduarda de Toledo Simonis	Xiaoying Le
Dixin Deng	Maan Fung Leung
Manuel Dominguez Diaz	Yan Li
Felix Ramon Eggers	Zhuyu Li
Carlos Alberto Elias Mercante	Zhuxin Liu
Pedro Luis Federico Amim	Tomonori Maezawa
Arianne Dominique Tankiang Ferrer	Zvi Matzkin
Sibo Gao	João Paulo Mendes de Assunção
Marios Gavriiloglou	Francesco Mirizzi
Lucas Daniel Gheresi Murillo	Humberto Molina Gonzalez
Gerson Durant Gomes Filho	Florian Claus Michael Mueller
Guillaume Christophe Phillipe Guy	Fumiya Nakatani
Graux	Yosuke Nishiyama
Shreya Gulati	Sachie Noguchi
Monika Hai-Yan Harten	Orcan Ok
Domenico Imparato	Felipe Pozo
	Ronny Jiedong Ren

Victoria Luisa Rivera Torres Alvarez  
Marcelo Vitor Tonhá Rodrigues  
Caroline Rodrigues Ogata  
Patrick Sattler  
Shuntaro Shirai  
Jordan Vikram Milford Smith  
Lucrezia Sperzani  
Rhea Srivastava  
Dimitrios Stamatis  
Marie Stenger  
Daiana Suk  
Shuhei Takaishi  
Alisa Terunyan

Till Jakob Trouvain  
Lene Verhaegen  
Isabella Vieira Mendonça  
Angelos Vlazakis  
Shiyao Wan  
Alexander R. Winsley  
Ran Xu  
Yue Yang  
Zhihong Yao  
Meisheng Ye  
Yadian Yu  
Nikolas de Moraes Rego Zara  
Junqiao Zheng

## FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Ranae Jabri

Bo Won Kim

## FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Marcos David Garcia Domínguez  
Sangchul Park

Weijia Rao  
Zeyu Ren

## FOR THE DEGREE OF DOCTOR OF LAW

Jonathan Michael Acevedo\*  
Tammy Tosin Adereti  
William Christopher Admussen\*  
Shivani Agarwal  
Osama Alkhawaja  
Talia Silverton Alsalam  
Nicole Sofia Alvarez  
Brendan Jerome Anderson\*  
Nika Marie Arzoumanian

Isaac James Ashworth  
Omero Mario Avaldi  
Rebecca Ilana Barker  
Samantha Lily Becci  
Joseph Eli Begun\*\*††  
Addison William Bennett\*\*††  
Merav Judith Bennett\*\*\*††  
Carolina Souza Berger  
Eden Mirelle Bernstein\*

Jennifer M. Bisgaier	Katherine Jean Forrester-Quek***†‡
Rebecca Ann Boorstein*	Samuel C. Freedlund
Laura Anne Brodtkin*	Sarah Raafat Gad
Simona Caroline Brooks	Stephen Wesley Gamble
Alexander Henry Capogna	Sarah Ann Gaskell
Charles Frederick Capps*	Christina Rose Gay**†‡
Michael L. Cardoza*	Kelly Marie Geddes*
Carl Joseph Casavecchia	Carly Ellen Gibbons
Reid J. Cavallini	Charles William Gibson*
Joby Chad Kawehenalani Celozza	Elijah Raab Giuliano
Eun Sun Eunice Chang	Samuel P. Goldstein
Amy Cheng §	Brian B. Goodell*
Ruixue Cheng	Jenna R. Goren*
Noah Alonzo Childrey*	Andrew S. Gove*
Michael A. Christ	Emily Alexis Grinstead
Giovanni Ignazio Ciraulo	Christopher Ralph Guerriero
Hyrum Jensen Clarke	Matthew J. Guillod*
Seth M. Cohen*	Deanna Monet Hall
Ryan J. Cooper	Maheema Tasnim Haque
Olivia Sera Cusimano	Conor Ryan Harvey
Wenjing Dai §	John Richard Haviland
Marian Amelia Daniel	Grant Tyler Hebrank
Tiberius Taylor Davis**†‡	Jennifer Margarete Herrmann*
Kelsey Joyce Dayton*	Marissa L. Higdon*
Parag R. Dharmavarapu**†‡	Claire M. Horrell
John P. Dougherty	Britany Kabakov
Ioannis D. Drivas**†‡	Asad Karamally
Anna G. Duke	Beth Ariel Karp
Maia Lerner Dunlap	Alexander T. Keane
Robert B. Dunteman	Trevor Pirouz Kehrner
Soheil Ebadat §	Justin Truett Kelley §
Leena S. Elsadek	Elizabeth Stark Ketchum
Jackson Charles Evert*	Suzie Kim
Brittany Dawn Fales*	Austin Robert Kissinger
Jonathan Dylan Fish**†‡	Josia Liana Klein

Alexis Tonetta Knutsen\*  
 Hussin Javier Kordi\*  
 Donna Kwon  
 Kyle Garwin Kysela  
 Nicole Ashley LaBell\*  
 Faith Regina Laken\*\*†‡  
 Katherine Rose Lamb\*  
 Amiri Ashanti-Brionne Lampley  
 Aaron C. Lasker  
 Luke Scott Lechtenberg  
 Eugenia S. Lee  
 Benjamin Hall Lefler  
 Drake Emory Leifried  
 Silver Lin\*  
 Megan Elizabeth Lindgren  
 Christine Liu  
 Livia Elizabeth Maas §  
 Beth L. Macnab\*  
 Urvashi Malhotra  
 Elisabeth Selz Mayer\*\*†‡  
 Rachel Alanna McCauley  
 Julianna Cooper McCorkle  
 Patrick J. McCusker\*  
 Kyle Brent McGuire  
 Imara H. McMillan  
 Alexander P. Michael  
 David E. Milano  
 Lillian Hahn Miller  
 Matthew Glenn Miyamoto\*\*†‡  
 O'Ryan Harrison Moore  
 Benjamin James Nickerson\*§  
 Ian A. Nilsen\*  
 Monica A. Norzagaray Pedraza  
 Lauren Rachel Nudelman  
 Tiffany Chikamara Nwosu

Kathleen L. O'Leary  
 Dane Olsen\*  
 Reba Ziegler Orloff §  
 Libbie Breanne Osaben  
 Andrew Leo Osborne\*  
 Corrie Ellen Osborne  
 Mazen Osman  
 Carly R. Owens  
 James Junghwan Park §  
 Karina Adrienne Partovi  
 Colin August Parts\*  
 Byron David Patton\*  
 Catherine Lorraine Pellerin  
 Alexandria Theresa Piacenti\*  
 Adam Nathaniel Picker  
 Matthew Roy Pociask\*\*†‡  
 Jordan Cosby Poole\*  
 Anna Christine Porter\*  
 Angela Pyo\*†§  
 David Jacob Raban  
 William L. Reeves\*  
 Devansi Reshamwala  
 Evan Alexander Ribot\*  
 Rebecca Lynne Ritchie  
 Chase Henry Robinett\*\*†‡  
 Alexander Xiaolong Robledo  
 Regina M. Roediger  
 Allison Lauren Rogers  
 Claire Irene Rogerson\*\*†‡  
 Alexa Karin Rollins  
 Max H. Romanow  
 Humberto Enrique Romero Carrillo  
 Denis Andrew Rondeau\*  
 Quincy M. Rush  
 Corey James Russell



Ricardo R. Sabater  
Hannah Ruth Samaha  
Brian Wesley Sanders\*  
Alexandra Jane Mellott Schrader\*  
Sahar Segal\*  
Ariya Dilek Serbest  
Savannah Silver  
Zachary Phillip Simon\*\*†‡  
Joseph E. Sitzmann\*  
David Brandon Smith\*\*†‡  
Emily M. Snoddon\*  
Kevin T. Solove  
Alexander Tang Song\*\*†‡  
Anna Manchester Stapleton\*\*†‡  
Lee Barrington Stark  
Kelly A. Stern  
Julia Grace Tabat\*\*†‡  
Paige Christine Tapp\*§  
William M. Thompson II  
Anne Nicole Thorson  
Meghan Tobin  
Jorge Guillermo Toledo  
Alexander Valdes §  
Lauren Valentor  
Omeed Abbas Valipour  
Alexandra Falvey Van Dine  
Christopher A. Verdugo  
Emily Anne Vernon  
Philip M. Voron

Zachary James Waller\*  
Patrick Redmond Ward\*  
Savannah Joy West  
Elizabeth Palmer White  
Carissa Laurel Wilson  
Jackson Brooks Wimberly  
Austin S. Wolfe  
Patrick John Woods\*  
M Wynn  
Zhao Xu  
Austin Vincent Yim\*  
Arielle Desere Yoon  
Brian D. Zagrocki  
Michael Thomas Zakrajsek  
Jiaheng Zhang §  
Joshua Robert Zuckerman\*\*†‡

- \*       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 2019-2020

ACG School of Business	1	Catholic University of America	1
American College of Greece–Deree	1	Cedarville University	1
American University	2	China University of Political Science and Law	1
American University of Armenia	1	Chinese University of Hong Kong	1
Amherst College	7	City University of Hong Kong	1
Arizona State University	6	Claremont McKenna College	2
Auburn University	3	Colegio Mayor de Nuestra Señora del Rosario – Universidad del Rosario	1
Australian National University	2	College of William & Mary	4
Ball State University	1	Columbia University	10
Barnard College, Columbia University	2	Connecticut College	1
Bates College	1	Cornell University	13
Baylor University	2	Dartmouth College	3
Bellarmino University	1	Davidson College	1
Belmont University	1	Doshisha University	1
Bethany College	1	Drake University	4
Bible Institute of Los Angeles	1	Drexel University	1
Binghamton University	2	Duke University	11
Boston College	2	Eckerd College	1
Boston University	4	Emory University	4
Bowdoin College	1	Escola de Direito do Rio de Janeiro–Fundação Getulio Vargas	4
Bowling Green State University	1	Facultad de Derecho de la Universidad de Chile	1
BPP University College	1	Florida State University	3
Brigham Young University	12	Fordham University	2
Brown University	9	French University in Armenia	1
Bryn Mawr College	1	Fudan University	3
Bucerius Law School	1	Furman University	1
California Institute of Technology	1		
California Polytechnic State University	1		
Cambridge University	1		

George Washington University	4	London School of Economics and	
Georgetown University	18	Political Science	1
Georgia State University	1	Loyola University Chicago	2
Grinnell College	1	Loyola University New Orleans	1
Grove City College	2	Mackenzie Presbyterian	
Guangdong University of Foreign		University	1
Studies	1	Marquette University	2
Hamilton College	1	McGill University	1
Hanyang University School		Mercyhurst University	1
of Law	1	Miami University	1
Harvard Law School	1	Michigan State University	2
Harvard University	14	Middlebury College	3
Haverford College	1	NALSAR University of Law	1
Hebrew University of Jerusalem	3	National and Kapodistrian	
Hope College	1	University of Athens	3
Howard University	3	National Chengchi University	1
Hunan University	1	National Law University, Jodhpur	1
Illinois Wesleyan University	1	National Taiwan University	2
Indiana University-Bloomington	4	New York University	6
Institute of Advanced Legal		Northeastern University	5
Studies-University of London	1	Northwestern University	16
Instituto Brasileiro de Estudos		Oberlin College	1
Tributários	1	Ohio State University	2
Instituto de Ensino e Pesquisa	5	Oregon State University	1
Instituto Tecnológico Autónomo		Pacific Lutheran University	1
de México	1	Patrick Henry College	2
Iowa State University	1	Peking University	3
Johns Hopkins University	5	Pennsylvania State University	1
Katholieke Universiteit Leuven	2	Pennsylvania State University-	
Keio University	3	University Park	1
Kenyon College	2	Pepperdine University	1
Koc University	1	Pomona College	1
Korea Advanced Institute of		Pontificia Universidad Católica	
Science and Technology	1	del Perú	1
		Pontificia Universidad Javeriana	1

Pontifícia Universidade Católica de São Paulo	6	State University of New York at Oswego	1
Pontifícia Universidade Católica do Rio de Janeiro	1	Swarthmore College	1
Portland State University	1	Symbiosis Law School	2
Princeton University	10	Tel Aviv University	3
Providence College	1	Texas A&M University	2
Purdue University	4	Texas Christian University	2
Renmin University of China	1	Texas Tech University	1
Rhodes College	1	Truman State University	2
Rice University	9	Tsinghua University	3
Ripon College	1	Tufts University	6
Rutgers University-New Brunswick	1	Union College	2
Saint Mary's College	1	United States Military Academy	1
Saint Petersburg State University	1	Universidad Anáhuac Mexico	1
San Diego State University	1	Universidad Catolica Andres Bello	1
Santa Clara University	3	Universidad de Buenos Aires	2
Scripps College	2	Universidad Iberoamericana	1
Seattle Pacific University	1	Universidad Panamericana	2
Seattle University	2	Universidade de São Paulo	3
Seoul National University	2	Universidade Estadual de Maringá	1
Sichuan University	1	Universidade Federal da Bahia	1
Skidmore College	1	Università Commerciale Bocconi	1
Sorbonne University	1	Università degli Studi di Bari	
Southern Illinois University Edwardsville	1	Aldo Moro	1
Southern Methodist University	2	Università degli Studi di Pisa	1
Southwest University of Political Science and Law	1	Università di Bologna – Alma Mater Studiorum	1
Spelman College	2	Universität Bayreuth	1
St. John's College	1	Universität Erlangen-Nürnberg	1
St. John's University-Queens	1	Universität Mannheim	1
Stanford University	8	Universität St. Gallen	1
		Université de Fribourg	1
		Université de Genève	1
		University College Cork	1
		University of Alabama	3

University of Arizona	4	University of Michigan	9
University of California-Berkeley	16	University of Minnesota	2
University of California-Davis	1	University of Minnesota Duluth	1
University of California-Irvine	4	University of Minnesota-Twin	
University of California-Los		Cities	1
Angeles	17	University of Mississippi	1
University of California-Santa		University of Missouri	2
Barbara	3	University of Missouri-Colombia	1
University of Canterbury	1	University of Nebraska-Lincoln	4
University of Central Florida	2	University of Nevada-Las Vegas	2
University of Chicago	42	University of New Hampshire	1
University of Cincinnati	1	University of New Mexico	2
University of Colorado-Boulder	2	University of North Carolina-	
University of Colorado-Colorado		Chapel Hill	3
Springs	1	University of Notre Dame	6
University of Connecticut	4	University of Oklahoma	5
University of Dayton	1	University of Oregon	3
University of Delaware	1	University of Pennsylvania	12
University of Florida	11	University of Pittsburgh	5
University of Georgia	1	University of Redlands	1
University of Haifa	1	University of Rhode Island	1
University of Hong Kong	2	University of Rochester	1
University of Illinois at Chicago	2	University of San Francisco	1
University of Illinois at Urbana-		University of South Carolina	3
Champaign	8	University of Southern California	9
University of Kansas	3	University of St. Andrews	1
University of Kentucky	2	University of Sydney	1
University of Kentucky-		University of Texas at Austin	5
Lexington	1	University of Texas at San Antonio	1
University of Maryland	2	University of the Pacific-	
University of Maryland-College		McGeorge School of Law	1
Park	1	University of the Philippines	1
University of Massachusetts-		University of the Witwatersrand	1
Amherst	1	University of Tokyo	7
University of Miami	7	University of Toledo	1

University of Tulsa	1	Wellesley College	1
University of Utah	1	Wesleyan University	2
University of Virginia	3	West Virginia University-	
University of Washington	2	Morgantown	1
University of Wisconsin-Madison	7	Western Kentucky University	1
Vanderbilt University	8	Westminster College-Utah	1
Victoria University of Wellington	1	Wheaton College	1
Vrije Universiteit Brussel	1	Whitworth University	1
Wake Forest University	1	Wichita State University	1
Wartburg College	1	Williams College	2
Washington and Lee University	3	Wofford College	1
Washington University	12	Wuhan University	1
WB National University of		Yale University	15
Juridical Sciences	1	Yonsei University	1

## STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2019-2020

### I. STATES

Alabama	5	Iowa	8
Arizona	12	Kansas	5
Arkansas	2	Kentucky	6
California	88	Louisiana	2
Colorado	11	Maine	3
Connecticut	15	Maryland	9
Delaware	1	Massachusetts	22
District of Columbia	5	Michigan	12
Florida	38	Minnesota	12
Georgia	11	Mississippi	3
Hawaii	4	Missouri	14
Idaho	5	Montana	2
Illinois	65	Nebraska	2
Indiana	13	Nevada	7

New Hampshire	6	South Dakota	2
New Jersey	14	Tennessee	8
New Mexico	4	Texas	36
New York	37	Utah	3
North Carolina	6	Virginia	8
Ohio	20	Washington	9
Oregon	11	West Virginia	1
Pennsylvania	16	Wisconsin	9
Rhode Island	3	Wyoming	1
South Carolina	4		

II. COUNTRIES

Argentina	2	Nigeria	1
Armenia	1	Peru	1
Australia	3	Philippines	1
Belgium	4	Russia	1
Brazil	16	South Africa	1
Canada	1	South Korea	6
Chile	1	Switzerland	1
China	25	Taiwan	3
Colombia	1	Turkey	1
Germany	4	United Arab Emirates	1
Greece	3	United Kingdom	1
India	6	Venezuela	2
Israel	9		
Italy	3		
Japan	9		
Mexico	5		
New Zealand	2		



## FACULTY PUBLICATIONS 2019-2020

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### DANIEL ABEBE

*Vice Provost, Harold J. and Marion F. Green Professor of Law, Walter Mander Teaching Scholar, Associate Member of the Department of Political Science, Faculty Affiliate of the Center for the Study of Race, Politics, and Culture*

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

"The Dejudicialization of International Politics?" 63 *International Studies Quarterly* 521 (2019) (with Tom Ginsburg).

"The Ethiopian Constitution and Ethnic Federalism," in *From Parchment to Practice: Implementing New Constitutions* 281, Tom Ginsburg & Aziz Z. Huq, eds. (Cambridge University Press, 2020).

### EMILIE AGUIRRE

*Earl B. Dickerson Fellow*

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

"What Role Should the Commercial Food System Play in Promoting Health through Better Diet?" 368 *BMJ* 545 (2020) (with Martin White, Diane T Finegood, Chris Holmes, Gary Sacks & Richard Smith).

### ALBERT ALSCHULER

*Julius Kreeger Professor Emeritus of Law and Criminology*

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

"Justice, Mercy, and Equality in Discretionary Criminal Justice Decision Making," 35 *Journal of Law and Religion* 18 (2020).

"Justice, Mercy, and Equality in Discretionary Criminal Justice Decision Making," in *Christianity and Criminal Law*, Mark Hill QC, Norman Doe, RH Helmholz & John Witte, Jr., eds. (Routledge, 2020).



## DOUGLAS G. BAIRD

*Harry A. Bigelow Distinguished Service Professor of Law*

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

"The Creditors' Bargain—Past, Present, and Future," in *Research Handbook on Corporate Bankruptcy Law*, Barry E. Adler, ed. (Elgar Publishing, 2020) (with Edward R. Morrison).

## WILLIAM BAUDE

*Professor of Law, Aaron Director Research Scholar*

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

"Adjudication Outside Article III," 133 *Harvard Law Review* 1511 (2020).

"The Contingent Federal Power to Regulate Marijuana," in *Marijuana Federalism: Uncle Sam and Mary Jane*, Jonathan H. Adler, ed. (Brookings Institution Press, 2020).

"Originalism and the Law of the Past," 37 *Law & History Review* 809 (2019) (with Stephen Sachs).

"Precedent and Discretion," 2019 *Supreme Court Review* 313 (2020).

"The Unconstitutionality of Justice Black," 98 *Texas Law Review* 327 (2019).

### **Other Publications**

*Summary, Judgment* (regular contributor) (with Adam Chilton).

*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**

"Data Pollution," 11 *Journal of Legal Analysis* 104 (2019).

"The Failure of Mandated Disclosure," in *Consumer Law*, Thomas Wilhelmsson & Geraint Howells, eds. (Edward Elgar, 2019) (with Carl E. Schneider).

"L'interprétation des contrats grâce aux sondages et aux expérimentations," in *Le Big Data Et Le Droit*, Florence G'ssell, ed. (Daloz, 2020) (with Lior Jacob Strahilevitz).

"Searching for the Common Law: The Quantitative Approach of Restatement of Consumer Contracts," in *Consumer Law*, Thomas Wilhelmsson & Geraint Howells, eds. (Edward Elgar, 2019) (with Oren Bar-Gill and Florencia Marotta-Wurgler).

### Other Publications

"The Elusive Pursuit of Comprehensibility," *The Regulatory Review*, April 6, 2020 (review of Wendy Wagner & Will Walker, *Incomprehensible!: A Study of How our Legal System Encourages Incomprehensibility, Why It Matters, and What We Can Do About It* (Cambridge University Press, 2019)).

"Fine Print Subservience" *JOTWELL*, July 30, 2019.

"Foreword," in *Le Big Data Et Le Droit*, Florence G'sell, ed. (Dalloz, 2020) (with Florence G'sell).

"Reforming the IRB in Experimental Fashion," *The Regulatory Review*, December 2, 2019.

"Who Should Be Liable When Uber Cars Crash?," *JOTWELL*, June 1, 2020.

## EMILY BUSS

*Mark and Barbara Fried Professor of Law*

### Journal Articles & Book Sections

"Developing the Free Mind," in *The Oxford Handbook of U.S. Education Law*, Kristine L. Bowman, ed. (Oxford University Press, 2020).

"The Law's Role in Raising Children," 46 *Ohio Northern University Law Review* 267 (2020).

## MARY ANNE CASE

*Arnold I. Shure Professor of Law*

### Journal Articles & Book Sections

"Abortion, the Disabilities of Pregnancy, and the Dignity of Risk," in *Disability, Health, Law, and Bioethics* 51, I. Glenn Cohen, Carmel Shachar, Anita Silvers & Michael Ashley Stein, eds. (Oxford University Press, 2020).

"Institutional Responses to #MeToo Claims: #VaticanToo, #KavanaughToo, and the Stumbling Block of Scandal," 2019 *University of Chicago Legal Forum* 1.

## ANTHONY CASEY

*Deputy Dean, Professor of Law, Faculty Director, The Center on Law and Finance*

**Journal Articles & Book Sections**

"Beyond Options," in *Research Handbook on Corporate Bankruptcy Law*, Barry E. Adler, ed. (Elgar Publishing, 2020) (with Edward R. Morrison).

**Other Publications**

"Large Corporations Did Not Need a Bailout," *The CLS Blue Sky Blog*, April 14, 2020.

"The New Bargaining Theory of Corporate Bankruptcy and Chapter 11's Renegotiation Framework," *Harvard Law School Bankruptcy Roundtable*, September 24, 2019.

## ADAM S. CHILTON

*Professor of Law, Walter Mander Research Scholar*

**Books**

*How Constitutional Rights Matter* (Oxford University Press, 2020) (with Mila Versteeg).

**Journal Articles and Book Sections**

"The Chicago School's Limited Influence on International Antitrust," 87 *University of Chicago Law Review* 297 (2020) (with Anu Bradford & Filippo Maria Lancieri).

"The Global Dominance of European Competition Law Over American Antitrust Law," 16 *Journal of Empirical Legal Studies* 731 (2019) (with Anu Bradford, Katerina Linos & Alex Weaver).

"Political Ideology and the Law Review Selection Process," 22 *American Law and Economics Review* 211 (2020) (with Jonathan Masur & Kyle Rozema).

"Reciprocity and Public Opposition to Foreign Direct Investment," 50 *British Journal of Political Science* 129 (2020) (with Helen V. Milner & Dustin Tingley).

"What Should Law School Rankings Measure and How Should We Measure it: A Comment on Heald & Sichelman's Rankings," 60 *Jurimetrics* 61 (2019) (with Jonathan Masur).

**Other Publications**

*Summary, Judgment* (regular contributor) (with William Baude).

"Academic Highlight: The 'Odd Party Out' Theory of Certiorari," *SCOTUS Blog*, February 21, 2020 (with Adam Bonica & Maya Sen).

"The Chicago School's Limited Influence on International Antitrust," *Oxford Business Law Blog*, January 6, 2020 (with Anu Bradford & Filippo Maria Lancieri).

"Competitive Tensions," *Reuters Breakingviews*, November 26, 2019 (with Anu Bradford & Katerina Linos). Also titled: "Europe Beating U.S. in Antitrust Race".

"Land, Politics, and Insecurity in Slums: A Photo Essay," *Economic & Political Weekly*, January 23, 2020 (with Shafali Sharma, Lakshmee Sharma & Anup Malani).

"Randomizing Policy and the Risk of Multiple Hypothesis Testing," *The Regulatory Review*, November 20, 2019.

"Red and Blue America Agree That Now Is the Time to Violate the Constitution," *The Atlantic*, March 25, 2020 (with Kevin Cope, Charles Crabtree & Mila Versteeg).

## JANE DAILEY

*Associate Professor, History*

### Journal Articles & Book Sections

"Jacquelyn Dowd Hall. Sisters and Rebels: A Struggle for the Soul of America," *125 American Historical Review* 597 (April 2020).

"New Negroes Versus the New South: African American Cultural and Intellectual Resistance to White Supremacy," *48 Reviews in American History* 264 (2020).

### Other Publications

"What Joe Biden Got Out of Anti-Busing Politics," *CQ*, July 1, 2019.

## DHAMMIKA DHARMAPALA

*Julius Kreeger Professor of Law*

### Journals

Editor, *Journal of Law and Economics*.

### Journal Articles & Book Sections

"Collective Bargaining and Police Misconduct: Evidence from Florida," *CATO Institute Research Briefs in Economic Policy*, No. 171 (July 10, 2019) (with Richard McAdams & John Rappaport).

### **Other Publications**

"The Consequences of the Tax Cuts and Jobs Act's International Provisions: The Early Empirical Evidence," *AEIdeas*, October 16, 2019.

"What is the Connection Between Collective Bargaining and Police Officer Misconduct? Evidence from Florida," *Promarket*, June 22, 2020 (with Richard H. McAdams & John Rappaport).

RYAN D. DOERFLER

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

### **Other Publications**

"Executive Orders and Smart Lawyers Won't Save Us," *Jacobin*, December 1, 2019.

FRANK H. EASTERBROOK

*Senior Lectuer in Law*

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

"Legal Origins and Securities Fraud," *Lloyd's Maritime & Commercial Law Quarterly* 619 (2019).

RICHARD A. EPSTEIN

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

### **Books**

*Cases and Materials on Torts* (12th ed.) (Wolters Kluwer, 2020) (with Catherine Sharkey).

*Classical Foundations of Liberty and Property: Liberty, Property, and the Law* (Taylor & Francis 2020).

*The Dubious Morality of Modern Administrative Law* (Rowman & Littlefield, 2020).

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

"Citizenship, Alieanage and Territoriality: Why Both *Pennoyer* and *Eisentrager* are Wrong as a Matter of General Jurisprudence and American Constitutional Law," 55 *Willamette Law Review* 421 (2019).

"Combatting Union Monopoly Power: The Contrast between Pre- and Post-New Deal Legal Regimes," in *The Cambridge Handbook of U.S. Labor Law for the Twenty-first Century*, Richard Bales & Charlotte Garden, eds. (Cambridge, 2019).

"Foreward," in *In All Fairness: Equality, Liberty, and the Quest for Human Dignity*, Robert M. Whaples, Michael C. Munger & Christopher J. Coyne, eds. (Independent Institute, 2019).

"Introduction to the Symposium on Convergence and Divergence in Private Law," 92 *Southern California Law Review* 741 (2019) (with Yun-chien Chang).

"Judge Koh's Monopolization Mania: Her Novel Antitrust Assault against Qualcomm Is an Abuse of Antitrust Theory," 98 *Nebraska Law Review* 241 (2019).

"The Necessity of Convergence in Private Law," 92 *Southern California Law Review* 751 (2019).

"The Regulatory Hour: The History, Law and Economics of Minimum Wage and Maximum Hours Legislation," 12 *NYU Journal of Law & Liberty* 477 (2018-2019).

"Showcase Panel I: What Is Regulation For," 98 *Nebraska Law Review* 109 (2019) (with Philip Hamburger, Kathryn Kovacs, Jon D. Michaels & Britt Grant).

"Structural Protections for Individual Rights: The Indispensable Role of Article III - Or Even Article I - Courts in the Administrative State," 26 *George Mason Law Review* 777 (2019).

"The Unintended Consequences of Fair Housing Laws," in *The Dream Revisited: Contemporary Debates about Housing, Segregation, and Opportunity in the Twenty-first Century*, Ingrid Gould Ellen & Justin Peter Steil, eds. (Columbia University Press, 2019).

## Other Publications

*Hoover Digest*, regular contributor.

*Defining Ideas*, regular contributor.

"Chicago Betrays the Public Trust for Obama," *Wall Street Journal*, July 25, 2019.

"How Bad Constitutional Law Leads to Bad Economic Regulations," *The Atlantic*, October 20, 2019.

"Joint Submission of Antitrust Economists, Legal Scholars, and Practitioners to the House Judiciary Committee on the State of Antitrust Law and Implications for Protecting Competition in Digital Markets," May 18, 2020 (with Jonathan Barnett, Michael R. Baye, James C. Cooper, Daniel A. Crane, Kenneth G. Elzinga, Deborah Garza, Thomas W. Hazlett, Justin Hurwitz, Benjamin Klein, Jonathan Klick, Thomas A. Lambert, Tad Lipsky, Geoffrey A. Manne, Scott E. Masten, Maureen Ohlhausen, James Rill, Jan Rybníček, Vernon L. Smith, David Teece, Robert Willig, Joshua D. Wright & John M. Yun).

"Red State, Blue State," *Las Vegas Review Journal*, June 6, 2020.

"Symposium: Title VII Did Not and Does Not Extend to Sexual Orientation or Gender Identity — in 1964 or Today," *SCOTUSblog* September 6, 2019.

## SHARON FAIRLEY

*Professor from Practice*

### Journal Articles & Book Sections

"Evolving Standards of Decency vs. the 'Fleeing Violent Felon' Justification for the Use of Deadly Force," 19 *Journal of Law in Society* 1 (Spring 2019).

### Other Publications

"Police Reform Steps that Must Be Taken Immediately," *Chicago Tribune*, June 4, 2020.

"Survey Says?: U.S. Cities Double Down on Civilian Oversight of Police Despite Challenges and Controversy," *Cardozo Law Review de•novo* (2020).

## LEE ANNE FENNELL

*Max Pam Professor of Law*

### Books

*Slices and Lumps: Division and Aggregation in Law and Life* (University of Chicago Press, 2019).

### Journal Articles & Book Sections

"Owning Bad: Leverage and Spite in Property Law," in *Civil Wrongs and Justice in Private Law*, Paul B. Miller & John Oberdiek, eds. (Oxford University Press, 2020).

"Property Beyond Exclusion," 61 *William and Mary Law Review* 521 (2019).

### Other Publications

"From Severed Spots to Category Cliffs," *PrawfsBlawg*, May 20, 2020.

"Go Configure," *University of Chicago Law Review Online*, March 30, 2020.

"Projecting and Puppeteering," *JOTWELL*, September 19, 2019.

"To Achieve Your Goals, Lump and Slice," *Behavioral Scientist*, February 3, 2020.

CLAUDIA M. FLORES

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

**Journal Articles & Book Sections**

"The Long Road Ahead: The First Period of a Gender-Responsive Constitution in Zimbabwe," in *From Parchment to Practice: Implementing New Constitutions*, Tom Ginsburg & Aziz Z. Huq eds. (Cambridge University Press, 2020).

"Beyond the Bad Apple—Transforming the American Workplace for Women after #MeToo," 2019 *University of Chicago Legal Forum* 85.

**Other Publications**

"Deadly Discretion: The Failure of Police Use of Force Policies to Meet Fundamental International Human Rights Law and Standards," International Human Rights Clinic, University of Chicago Law School, 2020 (with Nino Guruli & Brian Citro).

CRAIG B. FUTTERMAN

*Clinical Professor of Law*

**Other Publications**

"Communities Need Control Over Police If Justice Is to Prevail," *Chicago Sun-Times*, March 9, 2020.

TOM GINSBURG

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

**Books**

*From Parchment to Practice: Implementing New Constitutions*, Cambridge University Press, 2020 (edited with Aziz Z. Huq).

**Journal Articles & Book Sections**

"Authoritarian International Law?" 114 *American Journal of International Law* 221 (2020).

"Charismatic Fictions and Constitutional Politics," in *Revolutionary Constitutionalism: Law, Legitimacy, Power* 115, Richard Albert, ed. (Hart, 2020).

"China's Turn Toward Law," 59 *Virginia Journal of International Law* 313 (2019) (with Taisu Zhang).



Comment on "Constitutional Courts in Asia" by Albert Hung-yee Chen, in *Beyond The Globalization: In Commemoration of the 70th Anniversary of the Institute of Comparative Law in Japan* 245 (Chuo University Institute of Comparative Law in Japan, 2020).

"The Dejudicialization of International Politics?" 63 *International Studies Quarterly* 521 (2019) (with Daniel Abebe).

"How Constitutional Democracy Endures: Norway in Comparative Perspective," in *Uten sammenligning: festschrift til Eivind Smith 70 år*, Iris Nguyễn-Duy, Sunniva Cristina Bragdø-Ellenes, Inge Lorange Backer, Svein Eng & Bjørn Erik Rasch, eds. (Fagbokforlaget, 2020).

"How to Lose a Constitutional Democracy," in *Current Debates in Comparative Politics*, 2d ed. J. Tyler Dickovick & Jonathan Eastwood, eds. (Oxford University Press, 2019) (with Aziz Huq).

"International Courts and Democratic Backsliding," 46 *Ecology Law Quarterly* 111 (2019). Also in 37 *Berkeley Journal of International Law* 265 (2019).

"Introduction: The First-Period Problem of Constitutional Implementation," in *From Parchment to Practice: Implementing New Constitutions*, Tom Ginsburg & Aziz Z. Huq, eds. (Cambridge University Press, 2020) (with Aziz Z. Huq).

"One Size Does Not Fit All: The Provision and Interpretation of Presidential Term Limits," in *The Politics of Presidential Term Limits*, Alexander Baturo & Robert Elgie, eds. (Oxford University Press, 2019) (with Zachary Elkins).

"Political Theory of International Adjudication," *Max Planck Encyclopedia Of International Procedural Law*, Helene Ruiz-Fabri & Rüdiger Wolfrum, eds. (Oxford University Press, 2020).

"Rebel Use of Law and Courts," 15 *Annual Review of Law and Social Science* 495 (2019).

"Transformational Authoritarian Constitutions: The Case of Chile," in *From Parchment to Practice: Implementing New Constitutions*, Tom Ginsburg & Aziz Z. Huq, eds. (Cambridge University Press, 2020).

"The Trump Administration, Democracy and American Constitutional Law," in *Celebration of the 70th Anniversary of Constitutional Interpretation* 189 (Judicial Yuan, 2020).

“Yazılı Anayasalar ve İdari Devlet: İdare Hukukunun Anayasal Karakteri Üzerine,” 25 *Hukuk Araştırmaları dergisi* 481 (Marmara Üniversitesi Hukuk Fakültesi, 2019).

### Other Publications

“Can Emergency Powers Go Too Far?” *Tablet*, April 6, 2020 (with Mila Versteeg).

“COVID-19 and the Bound Executive,” *ICONnect*, May 26, 2020 (with Mila Versteeg).

“Designing Better Impeachments,” *Boston Review*, February 5, 2020 (with Aziz Huq and David Landau).

“How Do Constitutions Get Implemented?,” *FifteenEightyFour*, April 30, 2020 (with Aziz Z. Huq).

“Is the Constitution the Problem?,” *The American Interest*, February 29, 2020 (with Aziz Huq).

“Opinion: Impeachment has Rebooted Other Democracies Stuck in Corruption and Gridlock,” *Los Angeles Times*, December 15, 2019 (with Aziz Huq & David Landau).

Review of David Runciman, *How Democracy Ends* (Basic Books, 2018), 134 *Political Science Quarterly* 722 (2019).

“States of Emergencies: Part I,” *Harvard Law Review Blog*, April 17, 2020 (with Mila Versteeg).

“States of Emergencies: Part II,” *Harvard Law Review Blog*, April 20, 2020 (with Mila Versteeg).

### NICOLE HALLETT

*Associate Clinical Professor of Law, Director, Immigrants’ Rights Clinic*

### Journal Articles & Book Sections

“Immigrant Women in the Shadow of #MeToo,” 49 *University of Baltimore Law Review* 59 (2019).

### Other Publications

“New York State Needs to Enact a Paid Sick Leave Law,” *Buffalo News*, February 3, 2020 (with Michael Dolce).

“Raising the Minimum Wage in Restaurants Could Be a Win for Everyone,” *The Conversation*, October 28, 2019

“What is Hazard Pay, and Why Are Amazon and Other Companies Ending It for Essential Workers?,” *The Conversation*, May 28, 2020.

“When Job Is Still Hazardous, Why End Hazard Pay? Grocery Stores and Other Employers Are Counting on 'Risk Fatigue' and a Pool of People Looking for Work,” *HeraldNet*, May 31, 2020.

## RICHARD H. HELMHOLZ

*Ruth Wyatt Rosenson Distinguished Service Professor of Law*

### Book

*Christianity and the Criminal Law* (Routledge, 2020) (edited with Mark Hill, Norman Doe & John Witte, Jr.).

### Journal Articles & Book Sections

“Crime and the Canon Law,” in *Christianity and the Criminal Law*, RH Helmholtz, Mark Hill, Norman Doe & John Witte, Jr., eds. (Routledge, 2020).

“Raoul C. van Caenegem,” 94 *Speculum—A Journal of Medieval Studies* 947 (2019) (with Paul Hyams & Ken Pennington).

## DANIEL HEMEL

*Professor of Law, Ronald H. Coase Research Scholar*

### Journal Articles & Book Sections

“Aligning Taxes and Spending: Theory and Experimental Evidence,” *Behavioural Public Policy* (2019) (with Ethan Porter).

“The Architecture of a Basic Income,” 87 *University of Chicago Law Review* 625 (2020) (with Miranda Perry Fleischer).

“Beyond the Marriage Tax Trilemma,” 54 *Wake Forest Law Review* 661 (2019).

“Does the Tax Code Favor Robots?” 16 *Ohio State Technology Law Journal* 221 (2020).

“Free Speech and Cheap Talk,” 11 *Journal Of Legal Analysis* 46 (2019) (with Ariel Porat).

“Indexing, Unchained,” 83 *Law & Contemporary Problems* 83 (2020).

“Innovation Institutions and the Opioid Crisis,” *Journal of Law & the Biosciences* (2020) (with Lisa Larrimore Ouellette).

"Outside Advisers Inside Agencies," 108 *Georgetown Law Journal* 1139 (2020) (with Brian D. Feinstein).

"Tangled Up in Tax: The Nonprofit Sector and the Federal Tax System" in *Nonprofit Sector: A Research Handbook* (3rd ed.) 144, Patricia Bromley & Walter Powell, eds. (Stanford University Press, 2020).

"Taxing Wealth in an Uncertain World," 72 *National Tax Journal* 755 (2019).

### **Other Publications**

"The Big Problem with Wealth Taxes," *New York Times*, November 7, 2019 (with Rebecca Kysar).

"Brief of Amici Curiae Professors Brian D. Feinstein and Daniel J. Hemel in Support of Petitioner," *Carney v. Adams* (2020) (with Brian D. Feinstein).

"Congress Can't Meet Remotely. The Coronavirus Might Mean It Has To," *Washington Post*, March 10, 2020.

"Don't Delay Deductions for Gifts to Donor-Advised Funds," *Chronicle of Philanthropy*, October 7, 2019 (with Kate Harris).

"How Trump Can Put Off His Tax Return Case Until After the Election," *Washington Post*, October 14, 2019.

"If Employers Require Workers to Have Antibodies, People Will Try to Get Sick," *Washington Post*, May 28, 2020 (with Anup Malani).

"It's Not Really About Gay Rights," *Washington Post*, June 17, 2020.

"Jews Aren't a Race. But Anti-Semitism Can Be Racism for Legal Purposes," *New York Times*, December 12, 2019.

"No, Trump Didn't Order Meat-Processing Plants to Reopen," *Washington Post*, May 4, 2020.

"Pharmaceutical Profits and Public Health Are Not Incompatible," *New York Times*, April 8, 2020 (with Lisa Larrimore Ouellette).

"A Public Health Framework for COVID-19 Business Liability," *Northwestern Public Law Research Paper No. 20-10*, 2020 (with Daniel B. Rodriguez).

"Shining a Real Light on Trump's Tax Returns: Two Ways to Give the Public the Information It Deserves," *New York Daily News*, November 5, 2019.

"Should Foundations Give Now or Later? There Is No Right Answer," *Chronicle of Philanthropy*, June 17, 2020 (with Joseph Bankman).

“Stiffed by the Stimulus: The Surprising Group Left Out of the Coronavirus Rescue Bill,” *New York Daily News*, March 29, 2020.

“Trump Can't Save Us from the Coronavirus. But Governors and Mayors Can,” *Washington Post*, March 16, 2020 (with Anup Malani).

“Want a Coronavirus Vaccine, Fast? Here's a Solution,” *Time.com*, March 4, 2020 (with Lisa Larrimore Ouellette).

“What the States Need from Congress Now Is Cold, Hard Cash,” *Time*, April 15, 2020 (with Ruth Mason & Gladriel Shobe).

“Why California’s Plan to Get Trump’s Tax Returns Won’t Work,” *Washington Post*, August 2, 2019.

M. TODD HENDERSON

*Michael J. Marks Professor of Law*

#### **Other Publications**

“Commentary: How Can We Stop a Rising Lake Michigan from Damaging Communitites? Sell the Excess Water at a Tidy Profit,” *Chicago Tribune*, February 7, 2020.

“How Congress Can Respond to George Floyd,” *Newsweek*, June 6, 2020.

“How Technology Will Revolutionize Public Trust,” *The Wall Street Journal*, October 17, 2019.

“Populists Don’t Know Much About Private Equity,” *WSJ Opinion*, June 30, 2020 (with Steven Kaplan).

“Should Federal Indian Law be Textualist,” *The Volokh Conspiracy*, October 31, 2019 (with William Baude).

“What Corporate Law Can Teach Us About Impeachment,” *The Hill*, December 7, 2019.

“Why Self-Regulation of Social Media Could Work – the Financial Services Mode,” *The Hill*, July 29, 2019.

AMY HERMALIK

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

**Other Publications**

"Chicago Desperately Needs to Modernize Its Online Resources for Businesses," *Crain's Chicago Business*, July 9, 2019.

"Small Businesses Are Too Important to Fail," *Crain's Chicago Business*, April 30, 2020.

WILLIAM H. J. HUBBARD

*Professor of Law*

**Journals**

Editor, *Journal of Legal Studies*.

**Journal Articles & Book Sections**

"The Spectrum of Procedural Flexibility," 87 *University of Chicago Law Review* 883 (2020) (with Ronen Avraham).

"Speedy Adjudication in Hard Cases and Low Settlement Rates in Easy Cases: An Empirical Analysis of Taiwan Courts with Comparison to U.S. Federal Courts," in *Selection and Decision in Judicial Process Around the World: Empirical Inquiries*, Yun-Chhien Chang, ed. (Cambridge University Press, 2020) (with Yun-chien Chang).

"The Supreme Court of India: An Empirical Overview of the Institution," in *A Qualified Hope: The Indian Supreme Court and Progressive Social Change*, Gerald N. Rosenberg and Sudhir Krishnaswamy, eds. (Cambridge University Press, 2019) (with Aparna Chandra & Sital Kalantry).

"What's in a Name? A Taxonomy of Replication" 60 *International Review of Law & Economics* 1 (2019) (with David Hyman).

AZIZ HUQ

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

**Books**

*From Parchment to Practice: Implementing New Constitutions* (Cambridge University Press, 2020) (edited with Tom Ginsburg).

### Journal Articles & Book Sections

"Economies of Surveillance," 134 *Harvard Law Review* 1280 (2020) (with Mariano-Florentino Cuéllar).

"A Right to a Human Decision," 106 *Virginia Law Review* 611 (2020).

"*Decus et Tutamen*," 133 *Harvard Law Review Forum* 75 (2020).

"Equality's Understudies," 118 *Michigan Law Review* 1027 (2020).

"A Tactical Separation of Powers," 9 *Constitutional Court Review* 19 (2020).

"Democracy without Democrats," 6 *Constitutional Studies* 165 (2020) (with Tom Ginsburg)

"Article II and Antidiscrimination Norms," 118 *Michigan Law Review* 47 (2019).

"State Standing's Uncertain Stakes," 94 *Notre Dame Law Review* 2127 (2019).

"Introduction: The First-Period Problem of Constitutional Implementation," in *From Parchment to Practice: Implementing New Constitutions*, Tom Ginsburg & Aziz Z. Huq, eds. (Cambridge University Press, 2020) (with Tom Ginsburg).

"How to Lose a Constitutional Democracy," in *Current Debates in Comparative Politics*, 2d ed. J. Tyler Dickovick & Jonathan Eastwood, eds. (Oxford University Press, 2019) (with Tom Ginsburg).

"The Uses of Religious Identity, Practice, and Dogma in 'Soft' and 'Hard' Counterterrorism," in *Security and Human Rights* (Liora Lazarus and Benjamin Goold eds.) (Hart, 2019).

### Other Publications

"Trump Loves to Fire His Watchdogs; The Supreme Court Just Made it Easier," *Washington Post Outlook*, July 1, 2020.

"How Do Constitutions Get Implemented," *Fifteen Eighty Four*, April 30, 2020 (with Tom Ginsburg).

"How States Can Best Unite to Fight the Virus," *Washington Post*, April 19, 2020.

"Is the Constitution the Problem?," *The American Interest*, February 27, 2020 (with Tom Ginsburg).

"Designing Better Impeachments," *Boston Review*, February 5, 2020 (with Tom Ginsburg & David Landau).

"How Anti-Terrorism Laws Equip Law Enforcement to Crack Down on Iranian Americans," *Washington Post Blogs*, January 7, 2020.

"Impeachment has Rebooted Other Democracies Stuck in Corruption and Gridlock," *Los Angeles Times*, December 15, 2019 (with Tom Ginsburg & David Landau).

"Do We Have Moral Obligations to a Machine That Achieves Consciousness?," *Washington Post*, November 22, 2019.

"A Pervasive and Empty Idea of Tolerance," *The New Rambler*, September 4, 2019.

"Talking about the Rule of Law with Robert Mueller and E. P. Thompson," *In the Moment*, July 30, 2019.

## JOSEPH ISENBERGH

*Harold J. and Marion F. Green Professor Emeritus of Law*

### **Books**

*International Taxation* (4th ed.) (Foundation Press, 2020).

*International Taxation: US Taxation of Foreign Persons and Foreign Income* (5th ed.) (Wolters Kluwer, 2019).

## VALERIE B. JARRETT

*Distinguished Senior Fellow*

### **Other Publications**

"During These Uncertain Times, We Must Do What Is Right, Not Easy," *Know Your Value, NBCnews.com*, June 1, 2020.

"Democrats' Debate Must Include Gender-Equity Solutions," *TheHill.com*, October 14, 2019.

## ELIZABETH KREGOR

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

### **Other Publications**

"Time for Chicago to Return the Love from Street Vendors," *Crain's Chicago Business*, January 3, 2020.

## GENEVIEVE LAKIER

*Assistant Professor of Law, Herbert and Marjorie Fried Teaching Scholar*



**Journal Articles & Book Sections**

"The First Amendment's Real Lochner Problem," 87 *University of Chicago Law Review* 1243 (2020).

**Other Publications**

"The Limits of Antimonopoly Law as a Solution to the Problems of the Platform Public Sphere," *Knight First Amendment Institute*, March 30, 2020.

**WILLIAM M. LANDES**

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

**Journal Articles & Book Sections**

"Copyright," in *Handbook of Cultural Economics*, Ruth Towse & Trilce Navarrete Hernández, eds. (Edward Elgar, 2020).

**BRIAN LEITER**

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

**Journal Articles & Book Sections**

"Foucault as a Kind of Realist: Genealogical Critique and the Debunking of the Human Sciences," *Inquiry*, January 17, 2020.

"Marx and Marxism," in *The Routledge Handbook of Relativism*, Martin Kusch, ed. (Routledge, 2020) (with Lawrence Dallman).

"What is a Realist Theory of Law?," 6 *Revista de Estudos Institucionais* 334 (2020); also published in 25 *Iuris Dictio: Revista de Derecho* 27 (2020) (special issue on "Contemporary Legal Realism").

**Other Publications**

*Brian Leiter's Law School Reports*, Regular Contributor.

"The Legal Problem with Diversity Statements," 66 *Chronicle of Higher Education* 46 (2020).

Review of Andrew Huddleston, *Nietzsche on the Decadence & Flourishing of Culture*, *Notre Dame Philosophical Reviews*, November 14, 2019.

SAUL LEVMORE

*William B. Graham Distinguished Service Professor of Law*

**Journal Articles & Book Sections**

"Component Valuation in Law and Marketing," 4 *Criterion Journal on Innovation* 381 (2019).

"The Ex-Middle Problem for Law and Economics," 22 *American Law and Economics Review* 1 (2020).

"The Impact of Artificial Intelligence on Rules, Standards, and Judicial Discretion," 93 *Southern California Law Review* 1 (2019) (with Frank Fagan).

**Other Publications**

"Probabilistic Disclosures for Corporate and other Law," *PrawfsBlawg*, May 12, 2020.

LYONETTE LOUIS-JACQUES

*Foreign and International Law Librarian and Lecturer in Law*

**Other Publications**

"Picturing the Law, Part Two: Collecting Illustrated French Codes," *Slaw*, July 19, 2019.

"Thanks for All the Fish," *Slaw*, January 23, 2020.

"Who Should Be in the International Law Librarians Hall of Fame?" *Slaw*, September 19, 2019.

ANUP MALANI

*Lee and Brena Freeman Professor of Law*

**Journals**

Editor, *Journal of Law & Economics*.

**Other Publications**

"COVID-19: To Get an Accurate Estimate of the Spread, India Must Ensure Random Community Testing," *Hindustan Times*, April 6, 2020 (with Arpit Gupta and Reuben Abraham).

"Federalist Society Online Conference on COVID-19 & the Law," *Volokh Conspiracy*, June 11, 2020.

"If Employers Require Workers to Have Antibodies, People Will Try to Get Sick," *Washington Post Blogs*, May 28, 2020 (with Daniel Hemel).

"Is There Really No Community Transmission of Coronavirus in India? Let's Do Some Math," *Quartz India*, April 23, 2020 (with David Kaiser, Rupam Bhattacharyya & Bhramar Mukherjee).

"Land, Politics, and Insecurity in Slums: A Photo Essay," *Economic & Political Weekly*, January 23, 2020 (with Shafali Sharma, Lakshmee Sharma & Adam Chilton).

"A Mask and a Shield," *The Indian Express* March 31, 2020 (with Arpit Gupta and Reuben Abraham).

"Rethinking COVID-19 Testing Strategy," *The Hindu Business Line*, May 29, 2020 (with Manoj Mohanan, Satchit Balsari & Anu Acharya).

"Simple Math Calculations Raise Questions about India's Flat Denial of Covid-19 Community Spread," *Scroll.in* April 27, 2020.

"Trump Can't Save Us from the Coronavirus. But Governors and Mayors Can," *The Washington Post*, March 16, 2020 (with Daniel Hemel).

"View: Combining Sampling and Testing Can Be Most Effective to Get the Economy Back On Track," *The Economic Times*, April 24, 2020 (with Anu Acharya & Manoj Mohanan).

## 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

"Cost-Benefit Analysis Under Trump: A Comment on Dan Farber's 'Regulatory Review in Anti-Regulatory Times,'" 94 *Chicago-Kent Law Review* 665 (2020).

"Institutional Design and the Nature of Patents," 105 *Iowa Law Review* 2535 (2019).

"Intellectual Property Law and the Promotion of Welfare," in *Research Handbook on the Economics of Intellectual Property Law*, Ben Depoorter & Peter Mennell, eds. (Edward Elgar, 2019) (with Christopher Buccafusco).

"Political Ideology and the Law Review Selection Process," 22 *American Law and Economics Review* 211 (Spring 2020) (with Adam Chilton & Kyle Rozema).

"What Should Law School Rankings Measure and How Should We Measure It: A Comment on Heald and Sichelman's Rankings," 60 *Jurimetrics: The Journal of Law, Science & Technology* 61 (2019) (with Adam Chilton).

**Other Publications**

"Cost-Benefit Analysis Supports Continuing the National Shutdown," *The Regulatory Review*, April 20, 2020 (with Eric Posner).

RICHARD H. MCADAMS

*Bernard D. Meltzer Professor of Law*

**Journal Articles & Book Sections**

"The Expressive Power of Rabbinic Law," 64 *Villanova Law Review* 725 (2019).

**Other Publications**

"Collective Bargaining and Police Misconduct: Evidence from Florida," *CATO Institute Research Briefs in Economic Policy*, No. 171, July 10, 2019 (with Dhammika Dharmapala & John Rappaport).

"What is the Connection Between Collective Bargaining and Police Officer Misconduct? Evidence from Florida," *Promarket*, June 22, 2020 (with Dhammika Dharmapala & John Rappaport).

JENNIFER NOU

*Professor of Law*

**Other Publications**

"Agency Lumping and Splitting," *University of Chicago Law Review Online*, March 30, 2020.

"Bureaucratic Power," *Yale Journal on Regulation: Notice and Comment*, August 6, 2019.

"Qualitative Research Methods: A Guide for ACUS Consultants," *Administrative Conference of the United States*, December 10, 2019 (with Gregory Huber).

## MARTHA C. NUSSBAUM

*Ernst Freund Distinguished Service Professor of Law and Ethics*

### Books

*The Cosmopolitan Tradition: A Noble but Flawed Ideal* (Harvard University Press, 2019). German translation (WBG, 2019). Spanish translation (Ediciones Paidós, 2019). Italian translation (Egea, 2019).

Italian translation, *Aging Thoughtfully* (Il Mulino, 2019).

Danish translation, *The Monarchy of Fear* (Klim, 2019).

Portuguese translation, *Not For Profit: Why Democracy Needs the Humanities* (Edições 70, 2019).

Croatian translation, *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*, (Mizantrop, 2019).

### Journal Articles & Book Sections

"Accountability in an Era of Celebrity," in *Ideas that Matter: Democracy, Justice, Rights* 151-173, Debra Satz & Annabelle Lever, eds. (Oxford University Press, 2019).

"Between Detachment and Disgust: Bloom in Hade," in *Joyce's Ulysses: Philosophical Perspectives* 29-62, Philip Kitcher, ed. (Oxford University Press, 2020).

"The End: A Meditation on Death and Extinction," in *Judy Chicago: New Views* 203-205 (Scala Arts & Heritage Publishers, 2019).

"Land of My Dreams: Islamic Liberalism Under Fire in India," in *Mushirul Hasa: an Intellectual and Institutional Journey* 126-138, Hri S. Vasudevan & Suranjan Das, eds. (Primus Books, 2020).

"Legal Reasoning," in *The Cambridge Companion to the Philosophy of Law* 59-77, John Tasioulas, ed. (Cambridge University Press, 2020).

"The Romantic Ascent: Emily Brontë," in *Wuthering Heights: The Norton Critical Edition* 369-385 (W. W. Norton, 2019).

"Women's Progress and Women's Human Rights," in *The Limits of Human Rights* 231-265, Berdo Fassbender & Kurt Traisbach, eds. (Oxford University Press, 2019).

### Other Publications

"Rape, Revenge, Love: The *Don Giovanni* Puzzle," *Program, Lyric Opera of Chicago*, 28-30, November, 2019.

"The Choice to Love: In Defense of *Madama Butterfly*," *Program, Lyric Opera of Chicago*, 28-30, February, 2020.

"Victim Anger and Its Costs," in *On Anger* 112-131, *Boston Review Forum XIII* (MIT Press, 2020).

"Wagner and Philosophy," *Program, Lyric Opera of Chicago*, 2020.

## RANDAL C. PICKER

*James Parker Hall Distinguished Service Professor of Law*

### Journal Articles

"The Arc of Monopoly: A Case Study in Computing," 87 *University of Chicago Law Review* 523 (2020).

### Other Publications

"Breaking Up Amazon? Platforms, Private Labels and Entry," *Truth on the Market*, July 17, 2019.

## ERIC A. POSNER

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

### Books

*The Demagogue's Playbook: The Battle for American Democracy from the Founders to Trump* (All Points Books, 2020).

*Radikaru maketto: datsu shiyu zaisan no seiki* (Toyo keizai shinposha, 2020) (with E. Glen Weyl) (Japanese translation of *Radical Markets*).

### Journal Articles & Book Sections

"The Antitrust Challenge to Covenants Not to Compete in Employment Contracts," 83 *Antitrust Law Journal* 165 (2020).

"Antitrust-Plus: Evaluating Additional Policies to Tackle Labor Monopsony," *Roosevelt Institute* (May 2020) (with Suresh Naidu).

"Chevronizing Foreign Relations Law," in 2 *Foreign Relations Law* 335, Curtis A. Bradley, ed. (Edward Elgar Publishing, 2019) (with Cass R. Sunstein).

"The Constitution of the Roman Republic," in 1 *Roman Law and Economics: Institutions and Organizations* 47, Giuseppe Dari-Mattiacci & Dennis P. Kehoe, eds. (Oxford University Press, 2020).

"It's Not My Fault: Global Warming and Individual Moral Obligations," in *Living Ethics: An Introduction with Readings*, Russ Shafer-Landau, ed. (Oxford University Press, 2019) (with Cass R. Sunstein).

### **Other Publications**

"Cost-Benefit Analysis Supports Continuing the National Shutdown," *The Regulatory Review*, April 20, 2020 (with Jonathan Masur).

"The Executive Unbound, Pandemic Edition," *Lawfare Blog*, March 23, 2020.

"The Human Rights Wars Heat Up," *Open Global Rights* July 31, 2019.

"The Impeachment Trap," *Project Syndicate*, October 1, 2019.

"The Limits of the World Health Organization," *Lawfare Blog*, April 21, 2020.

"The Meritocracy Muddle," *Project Syndicate*, September 13, 2019 (review of four books).

"Milton Friedman Was Wrong," *The Atlantic*, August 22, 2019.

"Public Health in the Balance: Judicial Review of Pandemic-Related Government Restrictions," *Lawfare Blog*, April 20, 2020.

"There Used to Be Justice. Now We Have Bill Barr," *The New York Times*, May 13, 2020 (with Emily Bazelon).

"Trump Is Politicizing the Pandemic. Governors Can Fight Back," *The New York Times*, April 2, 2020 (with Emily Bazelon)

"You Can Sue to Stop Lockdowns, But You Can't Sue to Get Them. That's Dangerous: There Are Strong Reasons for the Courts to Defer to the Governors.," *Washington Post*, May 4, 2020.

## **JOHN RAPPAPORT**

*Professor of Law, Ludwig and Hilde Wolf Research Scholar*

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

"Is Police Behavior Getting Worse? Data Selection and the Measurement of Policing Harms," 49 *Journal of Legal Studies* 153 (2020) (with Aurélie Ouss).

"Some Doubts About 'Democratizing' Criminal Justice," 87 *University of Chicago Law Review* 711 (2020).

"The Wandering Officer," 129 *Yale Law Journal* 1676 (2020) (with Ben Grunwald).

### Other Publications

"Collective Bargaining and Police Misconduct: Evidence from Florida," *CATO Institute Research Briefs in Economic Policy*, No. 171 (July 10, 2019) (with Dhammika Dharmapala & Richard McAdams).

"What Is the Connection Between Collective Bargaining and Police Officer Misconduct? Evidence from Florida," *ProMarket*, June 22, 2020 (with Dhammika Dharmapala & Richard H. McAdams).

### JULIE ROIN

*Seymour Logan Professor of Law*

### Journal Articles & Book Sections

"The Case for (and Against) Surrogate Taxation," 39 *Virginia Tax Review* 239 (Winter 2019).

### Other Publications

"Changing Places, Changing Taxes: Exploiting Tax Discontinuities," *PrawfsBlawg*, May 15, 2020.

### GERALD N. ROSENBERG

*Associate Professor of Political Science*

### Books

*A Qualified Hope: The Indian Supreme Court and Progressive Social Change* (Cambridge University Press, 2019) (edited with Sudhir Krishnaswamy & Shishir Bail).

### Journal Articles & Book Sections

"Conclusion: Neither A Silver Bullet nor A Hollow Hope" in *A Qualified Hope: The Indian Supreme Court and Progressive Social Change*, Gerald N. Rosenberg, Sudhir Krishnaswamy & Shishir Bail, eds. (Cambridge University Press, 2019).

"Introduction: The Indian Supreme Court and Progressive Social Change," in *A Qualified Hope: The Indian Supreme Court and Progressive Social Change*, Gerald N. Rosenberg, Sudhir Krishnaswamy & Shishir Bail, eds. (Cambridge University Press, 2019).



ALISON SIEGLER

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

**Other Publications**

"Don't Let Chicago's Federal Jail Become the Next Coronavirus Hot Spot," *Chicago Tribune*, April 24, 2020.

Testimony before the Judiciary Committee of the House of Representatives, Subcommittee on Crime, Terrorism, and Homeland Security Hearing on "The Administration of Bail by State and Federal Courts: A Call for Reform," November 14, 2019.

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).

**Books**

*Constitutional Law 2019 Case Supplement* (Wolters Kluwer, 2019) (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, Pamela S. Karlan).

*Democracy and Equality: The Enduring Constitutional Vision of the Warren Court* (Oxford University Press, 2019) (with David Strauss).

*The First Amendment* (6th ed.) (Wolters Kluwer, 2020) (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet & Pamela S. Karlan).

*The First Amendment Case Supplement* (Wolters Kluwer, 2020) (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet & Pamela S. Karlan).

### Journal Articles & Book Sections

"A Four-Decade Perspective on Life Inside the Supreme Court," 133 *Harvard Law Review* 1010, (2020) (review of Joan Biskupic, *The Chief: The Life and Turbulent Times of Chief Justice John Roberts*, and Evan Thomas, *First: Sandra Day O'Connor*).

"Reflections on Whether the First Amendment is Obsolete," in *The Perilous Public Square: Structural Threats to Free Expression Today* 44, David Pozen, ed. (Columbia University Press 2020).

### Other Publications

"Book Talk: The Enduring Constitutional Vision of the Warren Court," *American Constitutional Society*, February 11, 2020 (with David Strauss).

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

"The Enduring and Controversial Legacy of the Warren Court," *SCOTUSBLOG*, December 17, 2019 (with David Strauss).

"The First Amendment and the Protests Over COVID-19 Shutdowns," *Expert Forum*, April 23, 2020.

"Geoffrey Stone's Guide to the Warren Court," *Chicago Humanities Festival*, April 15, 2020.

"Review: The Many Ambitions that Propelled Kavanaugh to the Supreme Court," *Washington Post*, November 27, 2019.

### LIOR STRAHILEVITZ

*Sidley Austin Professor of Law*

### Journal Articles & Book Sections

"Consumertarian Default Rules," 82 *Law & Contemporary Problems* 139 (2019) (with Jamie Luguri).

"L'interprétation des contrats grâce aux sondages et aux expérimentations," in *Le Big Data Et Le Droit*, Florence G'sell, ed. (Daloz, 2020) (with Omri Ben-Shahar).

"Taking Data Out of Context to Hyper-Personalize Ads: Crowdworkers' Privacy Perceptions and Decisions to Disclose Private Information," *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (April 2020) (with Julia Hanson, Miranda Wei, Sophie Veys, Matthew Kugler & Blase Ur).

**Other Publications**

"Co-Location Covenants," 2020 *University of Chicago Law Review Online* 87, March 30, 2020.

DAVID A. STRAUSS

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

**Journal**

*The Supreme Court Review*, volume 2018 (2018) (edited with Geoffrey R. Stone & Justin Driver).

**Books**

*Democracy and Equality: The Enduring Constitutional Vision of the Warren Court* (Oxford University Press, 2019) (with Geoffrey R. Stone).

**Other Publications**

"Book Talk: The Enduring Constitutional Vision of the Warren Court," *American Constitutional Society*, February 11, 2020 (with Geoffrey R. Stone).

"The Enduring and Controversial Legacy of the Warren Court," *SCOTUSBLOG*, December 17, 2019 (with Geoffrey R. Stone).

"SCOTUS Needs to Rein in Lower Courts Willing to Force Its Hand by Defying Its Precedent," *Take Care*, September 19, 2019.

MARK TEMPLETON

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

**Other Publications**

"Poisonous Homes: The Fight for Environmental Justice in Federally Assisted Housing," Shriver Center on Poverty Law and Earthjustice (June 2020) (with Robert Weinstock, Emily Coffey, Katz Walz, Debbie Chizewer & Emily Benfer).

"Protecting the Illinois EPA's Health, so that It Can Protect Ours," *IEPA Report*, November 21, 2019 (with Robert Weinstock, Elizabeth Lindberg, Mary Gade, Doug Scott & Bharat Mathur).

ROBERT A. WEINSTOCK

*Assistant Clinical Professor of Law*

**Other Publications**

"Poisonous Homes: The Fight for Environmental Justice in Federally Assisted Housing," Shriver Center on Poverty Law and Earthjustice (June 2020) (with Mark Templeton, Emily Coffey, Katz Walz, Debbie Chizewer & Emily Benfer).

"Protecting the Illinois EPA's Health, so that It Can Protect Ours," *IEPA Report*, November 21, 2019 (with Mark Templeton, Elizabeth Lindberg, Mary Gade, Doug Scott & Bharat Mathur).

DIANE P. WOOD

*Senior Lecturer in Law*

**Journal Articles & Book Sections**

"Extraterritorial Enforcement of Regulatory Laws," 401 *Recueil des Cours* 9 (2019)

"The Old New (or Is It the New Old) Antitrust: 'I'm Not Dead Yet!!'," 51 *Loyola University Chicago Law Journal* 1 (2019).

"Sexual Harassment Litigation with a Dose of Reality," 2019 *University of Chicago Legal Forum* 395 (2019).

**Other Publications**

"Antitrust & IP: Does It Need to Be Retooled?" 63rd *Annual Intellectual Property Law Conference*, UIC John Marshall Law School (2019).

ERICA ZUNKEL

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

**Other Publications**

"Don't Let Chicago's Federal Jail Become the Next Coronavirus Hot Spot," *Chicago Tribune*, April 24, 2020 (with Alison Siegler).



## SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2019-20

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 immediately proposed a consent decree to settle all legal issues against U. S. Steel. On behalf of Surfrider, the Clinic filed extensive comments on the proposed consent decree, arguing that both the technical requirements for U. S. Steel and the monetary penalty proposed were inadequate.

Throughout 2018 and 2019, as the federal and state governments considered the comments from Surfrider and others, U. S. Steel continued to violate its CWA permit. The Clinic authored a letter from Surfrider's CEO and Mayor Lightfoot to federal and state political appointees to reiterate their criticisms of the proposed decree and to call for greater monitoring and enforcement. Nevertheless, in November 2019, the federal and state governments moved for entry of a revised consent decree with U. S. Steel. Surfrider opposed, arguing that the technical requirements and monetary penalty were still insufficient. This opposition came in the form of more than 50 pages of briefing, more than 50 pages of expert and client affidavits, and hundreds of pages of exhibits, which the Clinic filed during December and January. With that motion still pending, in May 2020, the Clinic also filed with the court a Notice of Supplemental Authority, noting the applicability to the U. S. Steel case of the U.S. Supreme Court's decision in *Country of Maui, Hawaii v. Hawaii Wildlife Fund*, which held that discharges into groundwater may be violations of the Clean Water Act. As of the end of the academic year, we await the court's decision on several pending motions. The Clinic's work, which has received

significant media attention, helped to spawn other litigation to address pollution of Lake Michigan by other industrial facilities in Northwest Indiana.

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 for use in cooling the facility at very high volumes similar to industrial factories or power plants, but Trump Tower failed to follow federal regulations on that cooling water intake when it was built. Indeed, Trump Tower operated for over a decade before our action without ever conducting the legally-required studies to determine the impact of those operations on aquatic life, or installing all equipment in its water intake system to protect that wildlife consistent with federal regulations. 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. A clinic student had the opportunity to argue a novel issue in Illinois state courts—whether state chancery courts have jurisdiction to hear federal CWA claims. While the court ultimately rejected concurrent state jurisdiction of our CWA claim, it teed up this issue for appeal, has allowed us to continue to pursue our public nuisance claims, and explicitly endorsed our right to take discovery and make arguments in support of the State’s similar CWA claims. Litigation in this high-profile case is proceeding.

Pacific Ethanol Pekin operates a bioethanol refinery that sits on the banks of the Illinois River in Pekin, IL, a few miles from Peoria. In 2017, the Clinic noticed that Pacific Ethanol had been repeatedly violating its CWA 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 and refusing to perform required studies of its impacts. We served 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. 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 the company’s permits and imposes meaningful penalties. We remain involved in the litigation and permitting process.

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 sewage 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. While flushing pollutants downstream, these diversions also create a route for invasive species to move between the Lake and river systems. 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 to reduce the need for such diversions, 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. In 2019, the Clinic completed briefing the appeal. In February 2020, the Illinois Appellate Court rejected our appeal of the Circuit Court's decision. While we were disappointed that the Appellate Court gave significant deference to IDNR's decision, the court's opinion supported standing for environmental organizations that will be helpful in future disputes about flawed administrative agency decisions.

## ENERGY

The Abrams Clinic has 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 advocate for the use of a realistically calculated Social Cost of Carbon (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 \$50 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 Clinic filed two amicus briefs on Professor Greenstone's behalf this year. First, in a challenge to President Trump's Affordable Clean Energy (ACE) Rule that minimally regulates carbon emissions from existing coal-fired power plants, we argued that EPA erroneously arrived at an absurdly low social cost of carbon, which led to a flawed cost-benefit analysis and undermined the justification for the rule. EPA erred by considering only direct domestic impacts to the territorial United States of carbon emissions—both failing to account for U.S. citizens, investments, and military assets abroad, and undermining the nation's role in leading a global solution to climate change. EPA also used an outdated, inappropriately high discount rate, which reduced significantly the benefits of reducing carbon. In a second project—a challenge to a decision by the Bureau of

Land Management to lease coal to the Alton Coal Development—we argued that the Bureau violated National Environmental Policy Act requirements by monetizing and trumpeting the economic benefits of the project but failing to quantifying the downstream costs of coal combustion.

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. With our support, Soulardarity began regularly to intervene in cases before the Michigan Public Service Commission, which regulates investor-owned utilities like DTE. In these cases, students conduct discovery, draft written testimony, cross-examine utility executives, and file multiple briefs on Soulardarity's behalf.

This year, we participated in three important proceedings for Soulardarity. In DTE's Integrated Resource Plan case, where the utility defends its overall plan to generate all electricity it will need over the long-term, we argued that DTE's analysis of renewable generation was not reasonable or prudent, that DTE did not meaningfully engage low-income consumers in the development of the plan, and that DTE's proposal was counter to the principles that it claimed to use to develop its plan. In DTE's rate case, where the utility must justify proposed increases in the rates it charges customers, we argued that DTE's infrastructure modification plans inequitably provided unreliable and unsafe service to low-income and people of color consumers, that DTE's fixed bill and low-income renewables pilot projects contained fatal flaws, and that DTE's requests to increase its rates and return on equity were unjust and unreasonable. In DTE's Renewable Energy Plan (REP) case, where the utility justifies its strategy for meeting statutory renewable energy requirements, we argued that distributed generation and community solar provide distinct benefits and advance statutory objectives in ways utility-scale projects do not, that community solar is lawful and cost-effective, and that DTE's REP was the result of a flawed process. Overall, the MPSC ruled in our favor on some points, e.g., rejecting the fixed bill and low-income pilot projects, and acknowledged the validity of our concerns and ordered DTE to do more regarding others, e.g., providing more information about its distribution investment decisions. The Clinic's representation has elevated the concerns of this community organization and forced both the utility and the regulator to consider issues of equity to an unprecedented degree.



## 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 worked with residents to advocate against a proposed rezoning of the portion of the site where the former West Calumet Housing Complex once stood. Residents expressed concerns about increased air pollution, disturbance of contaminated soil, failure to address contaminated groundwater, and increase noise and traffic. We worked with experts to understand and to explain to residents the extent and severity of groundwater contamination at the site. 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 represents the Center for Biological Diversity (CBD), Fishable Indiana Stream for Hoosiers, Hoosier Environmental Council, and Prairie Rivers Network in support of their work advocating for legal protection of the lake sturgeon. Lake sturgeon were once abundant in the Great Lakes and other watersheds such as the Mississippi River, but their populations have dwindled severely because of overexploitation and the effects of hydroelectric facilities, pollution, and invasive species. They have been extirpated from many of their historical spawning tributaries and, in some cases, from entire river drainages. If no action is taken, lake sturgeon face extinction. In February 2019, the Clinic sued the U.S. Department of the Interior and the U.S. Fish & Wildlife Service (USFWS) for their failure to make a timely decision on CBD’s petition to list the lake sturgeon as threatened or endangered under the Endangered Species Act. As of the end of the academic year, litigation continues in the U.S. District Court for the Northern District of Illinois.

## CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

Even in the time of the pandemic, the work of the Clinic has not slowed down. Indeed, there has been world-wide attention to the urgency of police accountability as hundreds of thousands of people around the globe have raised their voices in protest of systemic, discriminatory police violence and to affirm that Black Lives

Matter. After winning an historic federal consent decree over the Chicago Police Department (CPD), the Clinic has continued to represent Black Lives Matter Chicago, as part of a broad community-based coalition, in our ongoing efforts to end the Chicago Police Department's pattern and practice of illegal violence and discrimination targeted at Black, Brown, and poor communities. As a part of our monitoring and enforcement efforts, the Clinic has: (a) documented hundreds of instances of CPD violence against people who participated in protests after Officer Derek Chauvin's murder of George Floyd in Minneapolis and won the right to an investigation by the Independent Court Monitor and public hearings on CPD violence during the protests; (b) triggered [enforcement efforts](#) (led by **Silver Lin**) to challenge the CPD's machinery of denial, secrecy, and code of silence, as starkly illustrated by the City's conduct in the aftermath of the CPD killing of Harith Augustus, a barber in Chicago's South Shore neighborhood who was walking home from work when accosted by a group of officers; (c) initiated enforcement measures (led by **Marie Plecha**) related to [CPD's practice](#) of raiding the homes of innocent families in Black and Brown neighborhoods, pointing guns at children, and traumatizing children and their caretakers; and (d) participated in the formation of a community chaired body as a part of the consent decree to assess whether police officers should continue to work inside Chicago Public Schools. We have also begun work on a city-wide [working group](#) to develop and recommend policies to govern Chicago police officers' use of force.

And that is far from all. Graduating Clinic students **Rebecca Boorstein**, **Christine Liu**, and **Carly Owens** contributed to a victorious effort before the [Illinois Supreme Court](#) on the behalf of more than forty organizations who represent victims of police abuse, to prevent the destruction of hundreds of thousands of Chicago police misconduct records. In June, the Clinic won a Supreme Court [ruling](#) that affirmed the principle that police misconduct records belong to and must be used the benefit of the people of Illinois. The Supreme Court held that provisions of a collective bargaining agreement between the Fraternal Order of Police and the City of Chicago that required the destruction of police misconduct records were void and unenforceable, as contrary to fundamental state public policy. In related advocacy, the Clinic is building upon its legal and public advocacy that created the [Citizens Police Data Project](#), a massive public database of Chicago police misconduct records that has informed local, national, and international police reform efforts, advocacy, and research, and forced the release of the video of Chicago Police Officer Jason Van Dyke's murder of 17-year-old Laquan McDonald. Through these victories, the Clinic is working to obtain and curate thousands of first hand narratives of CPD abuse and their

investigations and make them accessible to the public through the Citizens Police Data Project.

**David Raban, Arielle Yoon, Marie Plecha, Vatsala Kumar, and Erik Zimmerman** performed the ground work that resulted in the Clinic's emergency [mandamus action](#), on behalf of #LetusBreathe Collective, other Chicago organizations led by Black youth, the Cook County Public Defender, and National Lawyers Guild, challenging the CPD's ongoing practice of incommunicado detention. The Clinic seeks a permanent injunction force the CPD to stop holding people in the bowels of police stations vulnerable to abuse without access to a phone or their lawyers.

In a federal civil rights case on behalf of a man who when just 19-years-old was coerced by Chicago police to falsely confess to a crime that he did not commit and then wrongfully convicted of that crime, Clinic students **Lee Stark, Laura Herrera, Harsha Tolappa**, and clinic alum **Aaron Tucek** defeated the police defendants' motion to dismiss, fending off a complex set of procedural challenges that relate to the accrual of constitutional claims arising from wrongful convictions. **Laura Herrera** continues to lead the Clinic's efforts to win the right to litigate direct municipal liability for our client's abuse and wrongful conviction, based on policies and practices of the City of Chicago that facilitated the abuse.

Graduating Clinic students **Morgan Gehrls** and **Rebecca Boorstein**, and clinic alum **Sarah Kinter**, drafted an ordinance and have engaged in outstanding advocacy to create the [Civilian Police Accountability Council](#) (CPAC), a body made up of representatives of communities most impacted by police abuse who would have the power to oversee the Chicago Police Department. If passed, the ordinance would represent the most powerful example of direct community oversight in the United States.

Finally, **Amiri Lampley, Arielle Yoon, Ellen Goff, and Christine Liu** investigated claims of Chicago police torture before the Illinois Torture and Inquiry Relief Commission, and together, building from the work of Clinic Graduate **Whitney Barth**, have developed a handbook for attorneys and law students investigating and adjudicating cases with the Commission.

The Clinic's pursuit of justice continues...

## EMPLOYMENT LAW CLINIC

During the past academic year, the Employment Law Clinic has continued its work in both individual and class employment discrimination cases as well as handling a few appeals in the U.S. Court of Appeals for the Seventh Circuit.

### INDIVIDUAL CASES

In early 2020, the Employment Law Clinic finally concluded the case of *Rosena Laude v. Charles Ifergan Coiffures Salons* (Ill. H.R.C.). In this case, we represented, Rosena Laude, in her discrimination and retaliation claims against the Salon. After a three-day trial, an Administrative Law Judge (“ALJ”) of the Illinois Human Rights Commission (“HRC”) ruled against Ms. Laude on her claims. We appealed that decision to a three-member panel of the HRC. We were successful in that appeal and the HRC reversed the ruling against Ms. Laude on her retaliation claims, found in favor, and remanded the case to the ALJ for a determination of Ms. Laude’s damages.

On remand, the ALJ awarded Ms. Laude her lost back pay and damages for her emotional distress and also awarded the Clinic attorneys’ fees for its work on behalf of Ms. Laude. That decision was appealed to the HRC which affirmed the ALJ’s orders. The HRC also denied the Salon’s request that the case be reheard before the full Human Rights Commission. At this point in this very lengthy and hotly contested case, we were able to reach a favorable settlement for our client and avoid further appeals to the Illinois Appellate Court.

One of the new cases the Employment Law Clinic filed in late 2019 is *Judi Brown v. Mac’s Convenience Stores LLC*. In this case, the Clinic along with the ACLU of Illinois, represents Judi Brown, an African American transgender woman. Ms. Brown alleges that she was subjected to a hostile work environment because of her race and her status as a transgender woman while employed at one of Circle K’s convenience stores. While employed at the store, Ms. Brown’s coworkers directed racial and transphobic slurs at her, including calling her a “man in a dress” and the “n”-word. Ms. Brown’s manager’s demeanor and conduct exacerbated the situation. The manager targeted Ms. Brown, asked invasive and offensive questions about Ms. Brown’s reproductive anatomy, refused to update company documents to reflect Ms. Brown’s chosen name, and sometimes used male pronouns to refer to her in company documents. Although Ms. Brown reported the treatment, Circle K did nothing.

After a year of escalating harassment, Ms. Brown was fired the day after her manager scheduled her for a shift on the Sunday of Chicago’s Pride Parade. The

manager knew Ms. Brown was going to perform during the parade and could not work that Sunday, but scheduled her for that day anyway.

The case is currently in its early stages in the U.S. District Court for the Northern District of Illinois.

## CLASS ACTIONS

The Employment Law Clinic also continues to handle a number of class action employment discrimination cases. One of those class actions in *Porter v Pipefitters Association Local Union 597* (N.D. Ill.), in which the named plaintiffs claim that the union discriminated against them and a class of African-American union members by operating and/or negotiating and implementing two hiring systems (the Hiring Hall and the Referral Hall) that disadvantaged African-American pipefitters with respect to their work hours and other benefits of employment.

The Employment Law Clinic recently received preliminary approval of a proposed settlement in this class action. The proposed settlement provides that Local 597 will pay a total of \$3,000,000 to resolve the claims of the class and the class representatives, as well as the claims of the Clinic and its co-counsel's for attorneys' fees and costs. The proposed settlement also includes significant non-monetary relief, such as

- a change in the percentage of pipefitters hired from the Referral Hall and an increase of the fines to violators of the Referral Hall system;
- improved procedures for reporting, investigating, and resolving complaints of discrimination;
- additional leadership classes for African-American pipefitters;
- recruitment of African-Americans to these classes;
- reinstatement of class members' membership in Local 597;
- hiring additional personnel to assist with recruitment of African-Americans to Local 597's Apprenticeship Program and to aid in general compliance with the settlement; and
- quarterly reports to the Court and class counsel on the progress made in implementing the non-monetary terms of the settlement.

Notice of the proposed settlement is being sent to the class and the fairness hearing on the settlement is set for later in 2020.

### *Appellate Cases*

In addition to trial level cases, the Employment Law Clinic represents clients in a number of appeals in the U.S. Court Appeals for the Seventh Circuit. In these appeals, the Employment Law Clinic is recruited by the Court to represent *pro se* appellants in their appeals. Students working on these appeals write the briefs and present oral argument to the 7th Circuit. The students are supervised in these appeals by both Randall Schmidt and James Whitehead.

In *Damon Stepp v. Covance Central Laboratory Services, Inc.*, 931 F.3d 632 (7th Cir. 2019), the Employment Law Clinic was recruited to represent Mr. Westbrook in his appeal of the district court's entry of summary judgment for Covance. In the appeal, we argued that Mr. Stepp submitted evidence sufficient to persuade a jury that Covance refused to hire him permanently in retaliation for his earlier complaints about race and sex discrimination. The Court agreed and concluded that a reasonable jury could conclude that Covance refused to promote Mr. Stepp to permanent status because of the complaints. It therefore vacated the judgment and remanded the case to the U.S. District Court for the Southern District of Indiana. Based on court records, it appears that the case was settled on remand.

In *Curtis Westbrook v. Bridges Community Services* (7th Cir.) the Employment Law Clinic was recruited to represent Mr. Westbrook in his appeal of the district court's grant of summary judgment against him. In his *pro se* complaint, Mr. Westbrook alleged facts showing that Bridges discriminated against him on the basis of his disability and of his sex. The court analyzed Mr. Westbrook's case as a Title VII employment discrimination case and ruled against Mr. Westbrook. But because Bridges was a federally funded program, it was our position that the district court should have analyzed Mr. Westbrook's case as claims of discrimination by a federally funded program against a participant, not claims of discrimination by an employer against an employee.

Prior to briefing, the case was scheduled for mediation before the 7th Circuit's Mediation office. At the mediation, students from the employment Law Clinic explained our view of the error committed by the district court. The result was that we were able to reach a favorable settlement for Mr. Westbrook during the mediation.

## FEDERAL CRIMINAL JUSTICE CLINIC

### FEDERAL BAIL REFORM PROJECT

The FCJC created a Federal Bail Reform Project in 2018 and has been pursuing a multi-pronged campaign to combat the federal bail crisis—a crisis that contributes to mass incarceration and devalues the lives and liberty of people of color. Professor Alison Siegler and Professor Erica Zunkel conceived of this project because we were concerned about rising federal pretrial detention rates nationwide and in Chicago. While much attention has been focused on the “cash bail” problem in *state* systems, we are shedding light on the myriad problems in the *federal* pretrial detention system. The FCJC’s leadership on this issue is transforming the practices of federal judges and defense attorneys, and is changing the culture of detention nationwide. From 1985 to 2018, federal detention rates climbed steadily. But from 2018 to 2019, federal detention rates finally leveled off for the first time in decades, even as the government’s detention requests increased.

FCJC students and faculty created the first federal courtwatching project ever undertaken in federal court in this country, working with volunteers to gather and log data that revealed major problems in federal bail practices in Chicago. During Phase 1, courtwatchers gathered and logged data from 173 federal bail-related hearings in Chicago over the course of 10 weeks. We learned that prosecutors often request detention for reasons not authorized by the statute and that, in some cases, clients are illegally detained. We also observed troubling racial disparities in pretrial detention. After Phase 1, we met with a supervisor at the U.S. Attorney’s Office and with federal magistrate judges in Chicago to convey our findings. In mid-2019, we ran Phase 2 of the courtwatching project and were heartened to see that prosecutors, defense attorneys, and judges had begun adhering more closely to the statute in the wake of our interventions.

In November 2019, Professor Siegler testified before Congress about the federal bail crisis: *The Administration of Bail by State and Federal Courts: A Call for Reform: Hearing Before the Subcomm. on Crime, Terrorism, and Homeland Security of the H. Comm. on the Judiciary*, 115th Cong. (2019), <https://judiciary.house.gov/calendar/eventsingle.aspx?EventID=2256>. Professor Siegler, Professor Zunkel, and their students submitted written testimony in connection with the hearing, *Truth-in-Testimony Statement* (Nov. 14, 2019), <https://docs.house.gov/meetings/JU/JU08/20191114/110194/HHRG-116-JU08-TTF-SieglerA-20191114.pdf>; *Written Statement of Alison Siegler* (Nov. 14, 2019), <https://docs.house.gov/meetings/JU/JU08/20191114/110194/HHRG-116-JU08-Wstate-SieglerA-20191114.pdf>. In addition, the FCJC presented a proposed rewrite

of the federal Bail Reform Act of 1984 to Congress, and House members hope to introduce the bill this year.

Another goal of our Federal Bail Reform Project was to implement best practices in the federal bond arena and to reduce racial disparities. To this end, FCJC students co-wrote bond motions on behalf of individual clients and wrote template motions for federal criminal defense attorneys to file in their own cases. Professors Siegler and Zunkel also conducted trainings for Federal Defenders and judges around the country.

In addition, Professors Siegler and Zunkel wrote articles about federal bail to bring the issue into the public conversation and the scholarly literature. They are publishing an article aimed at practitioners and judges in NACDL's *Champion* journal: Alison Siegler & Erica Zunkel, *Rethinking Federal Bail Advocacy to Change the Culture of Detention*, *The Champion* (forthcoming 2020), <https://ssrn.com/abstract=3601230>. They also have a forthcoming paper that encourages federal judges to use their discretion at the bail and sentencing stages to ameliorate the harshness and racial disparities created by the federal drug laws: Erica Zunkel & Alison Siegler, *The Federal Judiciary's Role in Drug Law Reform in an Era of Congressional Dysfunction*, 18 Ohio St. J. Crim. L. 1 (forthcoming 2020), <https://ssrn.com/abstract=3589862>.

## COVID-19 RAPID RESPONSE

When the COVID-19 pandemic hit, the FCJC quickly pivoted from other projects to help people in federal jails and prisons. Under the supervision of Professors Siegler and Zunkel, the FCJC's work took several different forms. We worked with Congress on legislation that would release more people from jails and prisons. We also worked with the Federal Defenders nationwide on their policy response and compiled the most up-to-date information on the Bureau of Prisons (BOP)'s inept response to COVID-19's rapid spread in federal jail and prisons. To get the word out about COVID-19's impact on the federal bail crisis, Professors Siegler and Zunkel published an Op Ed in the *Chicago Tribune*: Alison Siegler & Erica Zunkel, *Commentary: Don't Let Chicago's Federal Jail Become the Next Coronavirus Hot Spot*, *Chi. Trib.*, Apr. 24, 2020, at 19, <https://www.chicagotribune.com/opinion/commentary/ct-opinion-coronavirus-jail-cook-county-mcc-20200424-zagv2nvjyzcrvknxbfasusx63a-story.html>.

The centerpiece of our COVID-19 rapid response was researching and filing compassionate release motions for six clients in federal prison. Our clients were particularly vulnerable to COVID-19 because of their age and serious underlying health conditions, such as diabetes, hypertension, and heart disease. Federal compassionate release permits a judge to reduce a person's sentence for medical



reasons, family circumstances, or any other “extraordinary and compelling” circumstance. In 2018, Congress expanded compassionate release so that people in federal prisons can bring these motions to judges, rather than waiting for the BOP to grant relief.

FCJC students spent countless hours scouring our clients’ case records, reaching out to our clients and their families and friends to verify release plans, doing legal research, and drafting compassionate release motions. The FCJC’s efforts had a significant impact. All four of the clients for whom we filed motions were released from federal prison, are safe from COVID-19’s deadly spread in the BOP, and are now serving the remainder of their sentences at home. One of our clients, who found himself in a particularly harrowing situation at FCI Butner—where 9 incarcerated people have died—praised the FCJC’s work: “Their assistance, persistence, and relentless advocacy allowed me to be writing you this letter from the safety of the home to which I have been released. What [the FCJC] accomplished was nothing short of a miracle.” We are still working to bring our remaining clients home from prison.

## STASH HOUSE IMPACT LITIGATION

The FCJC received the 2020 Clinical Legal Education Association Award for Excellence in a Public Interest Case for its innovative “Stash House” litigation, a multi-year endeavor that exposed—and effectively eliminated—racial discrimination in an entire category of federal cases. As CLEA wrote in announcing the award: “The FCJC’s district court Stash House litigation used statistical evidence to save their 43 clients from hundreds of years in prison. The FCJC’s appellate litigation dramatically improved the legal standard for people seeking discovery about race discrimination by police, ushering in a new wave of litigation challenging racial bias. The project exemplifies individual client representation as a vehicle for systemic change. It was helmed by Professor Alison Siegler, FCJC’s Founder and Director, along with FCJC Associate Director Professor Erica Zunkel and Professor Judith Miller, and was litigated by FCJC students over four years. Former FCJC students supported the nomination, detailing the thousands of hours they’d devoted to the project and adding: ‘Professor Siegler’s vision and strategic brilliance forged the path..., but it was her enormous dedication to her students and sharp pedagogical insight that ensured we were part of the team at every step.’ The FCJC’s litigation strategy was so successful that lawyers elsewhere adopted it to change the law in other circuits, and it promises to produce just outcomes for hundreds of people unfairly targeted and incarcerated nationwide.”

Under the supervision of Professors Zunkel and Miller, FCJC students filed and argued motions to terminate supervised release on behalf of two of the FCJC’s stash

house clients. Federal judges granted the motions. As a result, our clients are no longer under court supervision and can move on with their lives.

Professor Siegler and a student are publishing an article about the broader impact the FCJC's stash house litigation has had on equal protection law: Alison Siegler & William Admussen, *Discovering Racial Discrimination by the Police*, 115 Northwestern L. Rev. (forthcoming 2020), <https://ssrn.com/abstract=3548829>. This article describes how the FCJC's litigation ultimately led three federal courts of appeals to deviate from the Supreme Court's insurmountable standard when a person charged with a crime seeks discovery regarding racial discrimination by the police (as opposed to prosecutors). The paper proposes that other federal and state courts should likewise adopt a lower discovery standard for claims of race discrimination by the police.

## IMPACT LITIGATION: CRIMMIGRATION PROJECT

Under the supervision of Professor Miller, a team of FCJC students launched a project to challenge federal criminal prosecutions for immigration offenses. So-called "crimmigration" offenses include felony "illegal reentry" charges for returning to the United States after having been removed from the country. Crimmigration offenses constitute an enormous and increasing percentage of the federal docket—doubling in number in the Northern District of Illinois and Seventh Circuit from 2017 to 2018 and constituting over half of all federal arrests nationwide in 2018.

The Crimmigration Project is combatting the federal system's focus on crimmigration prosecutions by expanding the arsenal of legal defenses and challenging their legality and legitimacy altogether. This year, students took a deep dive into the legal history of the federal illegal reentry statute and other criminal immigration laws, and developed statutory and constitutional challenges. The statute and Constitution require dismissing the case when the underlying removal in an illegal reentry case violates due process. The students discovered, however, that dismissal is functionally unavailable in the Seventh Circuit. Specifically, no other circuit requires defendants to overcome as many procedural barriers before such a case can be dismissed. These barriers appear to constitute a complete block to dismissal: Research revealed no appellate cases in the Seventh Circuit affirming an illegal reentry dismissal or reversing the denial of such a dismissal.

Students quickly identified a case to litigate these issues. They then investigated the client's immigration and criminal history and crafted careful legal arguments wending their way through existing precedent, while also challenging the statute as unconstitutional. The client ultimately plead guilty with a favorable plea

agreement. Students hope to challenge to bring these legal challenges on behalf of a new client next year.

Students also successfully partnered with a federal defender in another district to argue that a crimmigration case should be dismissed in light of the coronavirus pandemic, among other things. The client had been released on bond from his federal case and then detained in immigration custody, despite the district court's release order. Students argued that the Bail Reform Act required either dismissal of the criminal case or release from immigration custody, and that the coronavirus pandemic deepened the need for dismissal or immediate release under the Fifth, Sixth, and Eighth Amendments. The government ultimately dismissed the criminal case, and the students have been further developing their arguments into a model motion for nationwide distribution.

#### PETITION FOR CERTIORARI

A team of FCJC students supervised by Professor Miller submitted a petition for a writ of certiorari on behalf of a long-standing FCJC client. This vigorously contested case followed years of extensive pretrial litigation, the first trial in FCJC's history, and a Seventh Circuit appeal.

Students focused on one key critical issue: Whether the jury instructions violated the First Amendment and/or were inconsistent with the statute's language. The petition argued that the Court should take the case to resolve a three-way circuit split about the statute's language and because of the importance of the underlying issues: at best, a federal criminal statute that criminalizes different conduct in different circuits, or, worse, a statute that violates the First Amendment's prohibition on criminalizing false speech.

#### DISTRICT COURT LITIGATION: TRIAL CASE

The FCJC continued its partnership with a local criminal defense attorney in a federal drug conspiracy case where previous FCJC students under the supervision of Professor Miller had successfully suppressed the client's statements as violating *Miranda*, and also as involuntary under the Fifth Amendment. A team of FCJC students were prepared to stand up in court at the scheduled trial during Spring Quarter until the COVID-19 pandemic required continuing the trial to Fall 2020. The students performed stellar work preparing the case against the government's main witnesses and developing a potential defense case, including creative legal research support the use of an unexpected outside expert. Students' in-depth examination of every aspect of the case also revealed critical facts and resulted in a raft of compelling pretrial motions for the fall.

## DISTRICT COURT LITIGATION: TRIAL CASE

The FCJC also partnered with a local criminal defense attorney on a federal drug conspiracy trial. Under the supervision of Professors Miller and Zunkel, a team of 2018-2019 FCJC students had drafted innovative motions, uncovered extraordinary facts, and prepared for trial. Three students were prepared to stand up in court at trial before the case was unexpectedly continued to Fall 2019.

In September 2019, part of that student team participated in that week-long trial under the supervision of Professor Miller. The previous year's students' work proved critical on a key legal issue: Prohibiting the jury from convicting the client for "deliberate ignorance" of drug trafficking. After reading the student team's motions, the government first agreed that it would not mention deliberate ignorance during opening arguments. Then, before closing arguments, the court ruled that the government could not present a deliberate ignorance theory of knowledge to the jury at all. The government was instead forced to argue that the client actually knew about the drugs. This task was made especially challenging for the government after their main witness lied to the jury on the stand—a fact the government agreed to in a stipulation read aloud to the jury. The case is currently on appeal before the Seventh Circuit.

## HOUSING INITIATIVE TRANSACTIONAL CLINIC

The Housing Initiative Transactional Clinic closed several notable affordable housing development transactions during the 2019-2020 school year:

Parkside Four, Phase Two – The Housing Initiative Clinic closed on the next major phase of the Cabrini Green public housing redevelopment under the Chicago Housing Authority's Plan for Transformation. Under the Plan, the CHA is replacing former public housing high-rises with new, mixed-income, low- and mid-rise developments. The clinic's client, Cabrini Green LAC Community Development Corporation, is a 501(c)(3) led by public housing residents and organized with the clinic's help years ago. The current phase, called Parkside Four Phase Two, is a challenging in-fill development that must create low-rise units in sufficient numbers to satisfy the remaining public housing families with rights to housing under the Plan for Transformation and Relocation Rights Contract. The closing involved finalization of acquisition and financing documentation for a \$44 million construction project that will create 102 units of mixed income housing. The Cabrini Green redevelopment continues to offer students the opportunity to engage in one of the most important, politically charged, and technically sophisticated affordable housing real estate transactions in the country.

**Pilsen Housing Cooperative** - in 2018, the Housing Initiative Clinic worked with artists and long-time residents of Chicago's Pilsen neighborhood who had organized to fight displacement from gentrification through the establishment of a resident-owned, limited equity housing cooperative called Pilsen Housing Cooperative (PIHCO). PIHCO aims to reintroduce a path to homeownership for low to moderate-income families in Pilsen by acquiring multiple properties and organizing as a scattered-site co-op. The clinic worked with PIHCO to structure the co-op's bylaws to build in enough flexibility to incorporate PIHCO's guiding principles of affordability and anticipated expansion, and also to create guidelines and direction for the Board to handle issues that arise in the future. This year, the clinic represented PIHCO in its first-ever building acquisition, of a six unit multifamily building on 19th Street, and sale of memberships to PIHCO's first co-op families. These six co-op families will now be able to afford to live in their neighborhood for decades to come, and will serve as the anchor for PIHCO's further expansion in Pilsen.

**Genesis Housing Cooperative** - The Housing Initiative represented this south side limited equity cooperative in its refinancing and renovation transaction, with a \$1 million budget and a project scale of 22 units. The rehab work is ongoing and nearly complete.

**Sol House Cooperative** – The clinic represented Sol House Cooperative, which the clinic had earlier helped to organize and acquire its Logan Square location, in a refinancing of the co-op's blanket mortgage. The closing involved three layers of financing for a total budget of \$645,000.

**Liberty Temple Church** – This closing involved a \$1 million construction loan for the interior buildout of the church's community center. (Earlier, the clinic had assisted the church with its construction contract for the building shell.) Located in Chicago's Englewood neighborhood on the south side, the community center will provide the community with new amenities including classroom space, gymnasium and theater stage.

**Community Male Empowerment Project** - CMEP is a charitable organization that focuses on workforce development through renovation of vacant, foreclosed houses in distressed neighborhoods throughout Chicagoland. The clinic represented CMEP in its successful closing on a \$200,000 line of credit from the Chicago Community Loan Fund, to be applied towards CMEP's future acquisitions and rehabs.

**Claretian Associates Inc.** – Claretian Associates Inc. is a community development corporation in the South Chicago neighborhood. The clinic represented Claretian

Associates in its successful negotiation and execution of a joint venture agreement for the upcoming SACRED development. SACRED is a multi-family development that will be located on East 92nd Street and will provide 40 plus units of permanent supportive and affordable housing to very low-income individuals and households including veterans, individuals with disabilities, and seniors raising their grandchildren.

In addition to the closings described above, the clinic served additional clients through counseling and advice on property management issues, resident services issues, nonprofit tax compliance, and financing structuring to community organizations including Winthrop Apartments Cooperative, Community Male Empowerment Project, Logan Square Cooperative, Qumbya Co-op, Voice of the People of Uptown, and many others.

## IMMIGRANTS' RIGHTS CLINIC

The Immigrants' Rights Clinic (IRC) launched in January 2020, and despite the relatively short time it has been in existence, has notched several successes. In addition, when the coronavirus crisis hit, IRC worked to protect immigrants in detention from the evolving public health disaster.

In a case of national importance, IRC represents the first person detained under a provision of the PATRIOT Act, which allows the government to detain a non-citizen indefinitely if the government determines that the individual poses a risk to national security. In December 2019, the district court judge ordered that the government had to prove that IRC client, Adham Hassoun, was a danger to national security, and later held that the government had to do so by clear and convincing evidence. An evidentiary hearing was originally scheduled for April 28 and then rescheduled to begin on June 24. Over the course of the winter and spring quarters, IRC students reviewed over 21,000 pages of discovery, drafted multiple briefs on issues relating to discovery, appeared before the district court at oral argument, and prepared to examine witnesses at the evidentiary hearing. In May, the government abandoned most of the allegations against Mr. Hassoun after its main witness was discredited. Then, on the eve of the evidentiary hearing, the government moved to cancel the hearing because it could not meet its burden of proof to show that Mr. Hassoun was a danger to national security, but it argued that the court should find in favor of the government anyway, because their decision to detain Mr. Hassoun indefinitely was insulated from any kind of judicial review.

On June 29, 2020, the district court granted Mr. Hassoun petition for release, writing that “[d]istilled to its core, Respondent’s position is that he should be able to detain Petitioner indefinitely based on the executive branch’s say-so, and that decision is insulated from any meaningful review by the judiciary. The record in this case demonstrates firsthand the danger of adopting Respondent’s position. Respondent’s position cannot withstand constitutional scrutiny.” The government has now appealed to both the Second and D.C. Circuits and has sought a stay pending appeal. IRC continues to fight for Mr. Hassoun’s freedom. A news article about this case, can be found [here](#).

In another case, IRC beat a claim of qualified immunity in a lawsuit in which IRC represents a former long-time resident of the United States suing the state troopers who turned him over to border patrol and caused his subsequent deportation. Qualified immunity has received national attention of late as a doctrine that has allowed police officers to violate people’s constitutional rights with impunity. It is rarely overcome in court, making IRC’s victory particularly important. The Court held that it was clearly established that police officers cannot racially profile individuals of Hispanic descent and arrest them solely on the unsubstantiated suspicion that they have committed an immigration violation.

In response to the coronavirus pandemic, IRC partnered with a local organization, the National Immigrant Justice Center (NIJC) and a bi-national border rights organization, Al Otro Lado. With NIJC, IRC submitted open records requests to six regional detention centers holding ICE detainees to uncover and publicize these facilities’ failure to protect immigrant detainees from coronavirus. With Al Otro Lado, IRC filed a lawsuit in June against the Department of Homeland Security seeking similar information for two detention centers in California. Finally, IRC submitted a comment to the CDC in response to its proposed rule that bans individuals from seeking asylum and other forms of relief at the U.S.-Mexico Border because of the coronavirus pandemic.

Finally, IRC took on the representation of several individual clients who have asylum hearings coming up in the fall. IRC students have participated in every aspect of these cases, including fact development and client interviewing, drafting declarations and briefs, and preparing to handle the hearings in the fall.

## INNOVATION CLINIC

The Innovation Clinic enjoyed a very successful and productive academic year, representing startup and venture capital clients in a broad array of industries on an

even broader array of matters. During this year, the 10 Innovation Clinic students completed approximately 40 projects, a testament to their drive and work ethic in the face of unprecedented, pandemic-related challenges. This year, we assisted clients operating in verticals as diverse as insurance, 3D printing, clinical trial design, sports, MRI software, senior care, cleantech, telehealth, industrial manufacturing, social media, medical device production, clothing and apparel, and many more. A representative sample of projects undertaken by the Innovation Clinic this year includes:

#### TRANSACTIONAL/COMMERCIAL WORK

- Drafted and negotiated documentation, including an amended and restated operating agreement, grant agreements, and closing deliverables, in connection with the hiring of a new full-time team member for a startup developing software for better detection of prostate cancer in MRI images.
- Drafted and negotiated documentation related to the formation of legal entities, or conversion of legal entities from one form to another, including consulting on structural decisions as to equity allocations, voting rights, distributions and contributions, for LLCs and corporations. Clients included a startup developing a platform for cleantech Internet of Things deployments, a telehealth startup, and a small business that assists seniors with budgeting and financial planning.
- Prepared privacy policies and terms of service for new social media platforms and online retailers.
- Drafted service agreements to be used with customers and vendors for clients such as a startup that delivers specialty groceries to immigrants looking for foods and ingredients that are hard to find in the United States, and a startup that pairs students with senior citizens to help seniors with chores and tech learning.
- Drafted forms of independent contractor agreements, sponsorship agreements, resale agreements and non-disclosure agreements for many different clients.

#### REGULATORY RESEARCH AND ADVICE

- Researched the home rule arrangements and state building codes of all 50 states, including many related local and federal laws, to determine whether a 3D printing startup that prints single family homes quickly and cheaply could operate in those states as the statutes exist today. After completing the initial research, students then performed a comprehensive review of the



executive branch and legislative processes to amend statutes that would not currently allow for such construction methods at both the local and state levels, and analyzed meeting minutes, legislative records, and other available information to assess how difficult or straightforward those processes had been for similarly situated companies in the past. This work culminated in our delivery of a report to our client, a venture capital investor in the startup, detailing a proposed product rollout strategy for the immediate term, and proposed legislative advocacy strategy for the medium to long term.

- Researched federal and select states' criminal procedure laws and requirements related to sexual assault examination kits, hearsay, evidence collection and chain of custody to advise on product design and rollout for a client developing a sexual assault evidence examination kit that can be administered by a sexual assault victim in the privacy of their own home. While the client initially experienced pushback from law enforcement agencies in many states due to admissibility concerns, the COVID-19 pandemic created an opportunity as many hospitals became unable or unwilling to see sexual assault victims in person due to risk of infection. When this opportunity arose, law enforcement agencies that permitted the use of the product in their jurisdictions did so using many of the Innovation Clinic's recommendations as to how the product could be designed to ensure admissibility of evidence collected using the kits. Students also researched consumer protection laws in select states to advise the client as to the efficacy of disclaimers on the kits in those states.
- Researched current securities laws to advise a client intending to create a secondary market for alternative investments as to the best way to design that secondary market.
- Advised a startup client that was negotiating a Series A term sheet with one of China's largest venture capital firms as to whether the investment would be subject to review by the Committee on Foreign Investment in the United States. Researched variable interest entities and the risks associated with them, China's New Foreign Investment Law, Chinese employment restrictions and other applicable law to advise the client as to whether to continue operating in China.

## MISCELLANEOUS

- Presented at the Polsky Center for Entrepreneurship and Innovation and at the Chain Reaction Innovations program at Argonne National Laboratories

on topics such as entity formation, intellectual property considerations for startups and employment law basics.

- Performed mock legal diligence on each company in the Polsky Incubator program to advise each startup as to potential issues that could arise in connection with diligence in a priced round, and then remedied those issues or coached clients on how to do so.
- Enabled one of our clients to attain Qualified New Business Venture status in Illinois, making the client more attractive to investors in the state.

The Innovation Clinic is grateful to all of its clients for continuing to provide its students with challenging, high-quality legal work. Our clients are breaking the mold and bringing innovations to market that will improve the lives of people around the world in numerous ways, including underserved populations both here and abroad. We are glad to aid in their success in any way that we can. We look forward to another productive year in 2020-2021!

## 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 2019-20 through our in-depth representation of low-income entrepreneurs, advocacy for economic liberty, and outreach for small businesses throughout the city. Particularly during the COVID-19 pandemic, entrepreneurs and small business owners struggled to navigate a changing economic and regulatory landscape. The IJ Clinic's students and attorneys were able to provide invaluable guidance and resources to our clients and our community.

In the past year, the IJ Clinic guided clients through unprecedented crises and opportunities for their businesses. Here are a few examples.

After years of navigating confusing, contradicting, and conflicting information from the city about the requirements for a pushcart vendor license, we witnessed and celebrated as the first member of the Street Vendors Association of Chicago passed inspection. The IJ Clinic also helped the Street Vendors Association spin off a cooperative, under a brand-new law in Illinois. The cooperative is now planning to purchase and rehab the building where the Vendors Kitchen is, with help from the IJ Clinic.

Cut Cats Courier, a worker-owned bicycle delivery business, deliberated restructuring its LLC and overhauling its tax structure. Students walked them through their options at an 11pm meeting of the membership (after the shifts of delivering food for restaurants were complete).

Haji Healing Salon continued to offer yoga, community acupuncture, and other needed healing services out of a storefront in Chatham -- that is, when it was not closed due to flooding or a pandemic. The IJ Clinic team counseled Haji through licensing, leasing, and customer contracts throughout the year. In spite of the challenges, the business has grown, and the IJ team worked with Haji to negotiate for new space and to map out regulatory compliance for an innovative new business model.

Dinobi Detergent was a new client in the year 2019-20. We met the dynamic couple running the family business when they competed in and won our South Side Pitch competition in October. The business sells a plant-based laundry detergent that is effective on every stain and smell without using any harsh ingredients. The legal team from the IJ Clinic is now in place and has proven itself essential immediately, to review their structure and governance, while advising them on securing intellectual property, advertising, and many contracts for distribution opportunities.

Back of the Yards Coffee has become a community hub for neighbors in pursuit of a great cup of coffee, a space to connect, or a contribution to economic development. The founders wanted the neighborhood where they grew up to benefit from a coffee shop, but they could not convince any big-name coffee companies to move in. So they started it themselves. This year, the IJ Clinic team has counseled the business through corporate governance, expansion into new locations, trademarking, and hiring. We also worked with them on understanding the Paycheck Protection Program and advocating for its reform.

Before COVID hit hard, the IJ Clinic was hard at work on major lobbying efforts. After years of persistent advocacy, we celebrated the city's creation of a new license for mobile boutiques. We prepared a white paper and model legislation for the state to adopt to reduce the unnecessary burdens that occupational licensing places on workers and entrepreneurs in Illinois. Students on that team researched occupational licensing extensively, wrote up their findings, and were starting to present their recommendations to state officials. Meanwhile, another IJ Clinic student was revising a bill to expand opportunities for home-based food businesses. We were teeing up our advocacy materials and negotiating the language of the bill with state and county health departments. Then Springfield shut down the legislative session to all but emergency bills related to the pandemic.

The IJ Clinic pivoted to address the issues at hand at every level of government. We quickly created a resource page about the legal ins and outs of new legislation. Students drafted memos on the CARES Act and the interplay with state relief programs. We put together a template that landlords and tenants could use to amend their leases during the months of disruption and closures. We outlined the measures that the city should take to make sure licensing and permitting were flexible for business owners that were trying to reinvent themselves and stay afloat while staying at home. As we counseled clients on the rules for Paycheck Protection Program loans (which were being released after the first fund ran out of money), we identified problems with the SBA regulations that would handicap our clients and many other businesses around the country. So we submitted a comment letter to the SBA, outlining the grave problems with restrictions on loans for businesses with owners who had interacted with the criminal justice system and restrictions on forgiveness of loans if the business did not spend 75% on payroll. We are proud that Congress has addressed these problems in revisions to the legislation.

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 2019 included a detergent company, a mobile car wash service, an app for truckers, a coffee pop inventor, and a collective of midwives. In April, the IJ Clinic launched Shop in Place Chicago, which gathered profiles of small businesses that were ready to sell important products to Chicagoans staying at home.

## INTERNATIONAL HUMAN RIGHTS CLINIC

*Note: In July 2020, the International Human Rights Clinic changed its name to the Global Human Rights Clinic. Its work in 2019-2020 was done under the IHRC name, and thus it is referred to as such here.*

This year the International Human Rights Clinic (IHRC) continued its work to strengthen global human rights through advocacy and enforcement of international, transnational and domestic constitutional law. Globally, the Clinic's work focused on understanding the causes of the migrant wage gap to prompt necessary reform in national labor and employment frameworks and enabling civil

discourse and debate in Tanzania through support to lawyers engaged in strategic litigation. In the United States, IHRC engaged in a targeted effort to promote criminal justice reform and respect for fundamental human rights both within the U.S. prison system and by law enforcement. Most notably, in June, the Clinic released a report on the failure of police use of force policies in the United States to comply with international human rights standards, titled *Deadly Discretion: The Failure of Police Use of Force Policies to Meet Fundamental International Human Rights Law and Standards*. The Report, which was downloaded 23,000 times within a month of publication, received widespread attention in the media and from policy makers at the state and federal level contributing to the national conversation about the need for law enforcement reform that protects fundamental human rights. It was also widely cited and invoked by international experts within various U.N. agencies and procedures. The Clinic's primary clients this academic year were Freedom House, American Civil Liberties Union, international and academic experts on detention and solitary confinement, and the International Labour Organization.

First, the Clinic began a collaboration with the International Labour Organization (ILO) to conduct research and produce a report on the global migrant wage gap. The ILO, which was founded by the League of Nations in 1919, is the UN agency mandated to advance social and economic justice through the negotiation and setting of international labour standards by a tripartite mechanism of governments, workers and employers. In 2019, the ILO conducted quantitative research on wage gaps between national and migrant workers using the latest available state data sources at the microeconomic level. The research documented and quantified a wage gap between migrant workers and national workers, with migrant workers often receiving lower pay than their national counterparts. At the ILO's request, the Clinic undertook qualitative research to provide a deeper understanding of the causes of the wage gap evidenced in the quantitative study. Clinic students conducted legal research—national, international, and comparative— and an extensive literature review on the migrant wage gap and the closely related gender wage gap that impacts migrant women. The Clinic and the ILO selected twelve countries for targeted research on existing laws, policies and institutional mechanisms that may explain the causes of the wage gap. The student research team then identified three of those twelve countries - Belgium, Spain and the U.S. - for more in-depth field research and interviewing. When in person fact finding became impossible due to the global pandemic, the Clinic employed virtual methods, conducting interviews by Zoom of government, unions, worker organizations and private stakeholders. Research will continue in the upcoming academic year. The resulting report will identify the key and common causes of the

migrant wage gap and the legal, institutional, and social processes that sustain it. The report will support ongoing and future work of the ILO in the area of gender and labor migration including: ILO's collaborations with the UN human rights mechanisms on topics related to migration and gender; the preparatory discussions for the ILO Conference on inequalities in the world of work and relevant workshops; and annual meetings of the UN Network on Migration.

The Clinic also worked with Freedom House to develop a training manual and module on strategic litigation for the Freedom House Tanzania office and provided litigation support to advocates developing strategic litigation in the country on preservation and expansion of civic space. Over the past few years, President Magufuli of Tanzania has undertaken increasingly aggressive endeavors to effectively close civic space in Tanzania, enacting a series of legislation and regulations that curtails and criminalizes opposition speech and work of the media. The Freedom House office in Tanzania, with other civil society partners, determined that courts in the country remain a relatively untapped source for civil society to resist these efforts. While these organizations are aware of the promise of strategic litigation, many need additional support. To support Freedom House's work in Tanzania and the region more broadly, the Clinic produced a training module and a training manual on strategic litigation for advancing human rights in the region. Clinic students conducted a review of existing manuals from around the country and the globe, identified and interviewed litigators and organizations with a long history of engaging in strategic litigation, and conducted extensive research on Tanzania's laws and judicial system as well as the available regional and international courts accessible to lawyers in country for litigation. The student team then produced a two-day training module on strategic litigation, which was to be delivered in person for civil society in Dar es Salaam in March. Due to the global pandemic, the students were unable to travel to Tanzania to deliver the training. Instead, students delivered the training over Zoom for members of the Freedom House team in Tanzania and in Washington D.C. Additional trainings are scheduled for the fall. In addition to creating a training module and manual, the student team also provided legal research for attorneys in Tanzania undertaking litigation on novel legal issues involving political and civil rights. These memos provided resources, potential arguments, and comparative analysis that informed the strategy of the litigation teams in country. In the upcoming academic year, student teams will work more closely with attorney partners in Tanzania to develop case theories and draft pleadings.

The Clinic continued work with the American Civil Liberties Union Human Rights Program (HRP) and the Campaign for Smart Justice (CSJ) on a public report on prison labor practices in the United States. Clinic students conducted extensive

desk research on domestic and international law on prison labor, sent out FOIA requests to all 50 states for non-publicly accessible information on prison policies, work programs, and wages for prison jobs. Students analyzed how workers are excluded from most labor protections under state and federal laws, and the consequences of that exclusion. The research documented low wages, paycheck deductions, unsafe and poor working conditions, and lack of real vocational and technical training for many low-skill prison jobs, as well as licensing restrictions and discrimination in hiring that frustrate re-entry for the formerly incarcerated. Clinic students also conducted three state case studies in Louisiana, California and Illinois, identifying, contacting and interviewing a range of stakeholders in each state from the department of corrections, to civil society organizations working on prison reform, and formerly incarcerated individuals with firsthand experience in various prison labor programs. Students traveled to Louisiana during the fall quarter for a four-day fact finding mission. During the visit, students met with academics, civil society organizations, community organizers and re-entry organizations in New Orleans. Students then drafted a Louisiana specific report for use by advocates in Louisiana to lobby for change. Fact finding trips to California and facilities in Illinois were planned for spring break and spring term of 2020. Due to coronavirus, these missions were canceled but stakeholders have been interviewed on an ongoing basis over Zoom.

In April of 2020, in response to the spread of the coronavirus, the Clinic supported a series of advocacy efforts to promote release of prisoners and address the particular challenges to prison laborers during the pandemic. The Clinic drafted summary recommendations on behalf of the incarceration working group of the U.S. Human Rights Network intended to brief country representatives to the U.N. in advance of the scheduled Universal Periodic Review of United States' compliance with its treaty obligations. The Clinic also wrote a letter to New York's Governor Andrew Cuomo to express concern and call for action on behalf of prisoners laboring within New York's correctional system. As has been widely reported, incarcerated workers are on the front lines of the state's pandemic response and earn less than one dollar per hour; they are housed in unsafe and unsanitary conditions; and lack access to healthcare and basic medical supplies.

In June of 2020, the Clinic released a report on *Deadly Discretion: The Failure of Police Use of Force Policies to Meet Fundamental International Human Rights Law and Standards*, which finds that the 2018 police department use-of-force policies in the nation's 20 largest cities failed to meet international human rights standards on police use of force. The report, which was published by the University of Chicago Law Review Online, was released in the midst of global protests sparked by the killings of George Floyd, Breonna Taylor, and Ahmaud Arbery, among others.

Leading up to and following the UN Human Rights Council's recent 'urgent debate' on systemic racism and police in the United States, the Clinic presented the Report to numerous UN mechanisms and bodies, including the members of the Human Rights Committee and the Human Rights Council. It was also shared with numerous experts and members of Congress. The Clinic also conducted analyses of various pieces of proposed legislation at the state and federal level, including the Justice in Policing Act of 2002, at the request of advocates and policy makers. Finally, the report was featured on PRI's *The World* and NPR's WBEZ *Reset*, in an interview with Clinic Director Professor Claudia Flores, as well as in articles by *The Guardian*, *Law360*, and the *ABA Journal* and many others.

The Clinic continued to file amicus briefs in support of Roderick and Solange MacArthur Justice Center appellate litigation challenging solitary confinement conditions across the country. The Clinic's brief highlights the extent to which U.S. law, policy and practice on solitary confinement are out of step with international standards and the practice of peer nations. In particular, the brief emphasizes measures adopted by peer nations to mitigate the harms of isolation (access to the outdoors; regular visits and human contact; access to programming etc.) and regulations that limit the reasons why someone can be moved into solitary confinement, as well as limits on the duration and renewal of terms of solitary confinement. The amicus brief was filed in a series of cases, including two petitions for writ of certiorari in the Supreme Court. The cases included: *Hamner v. Burls*, No. 18-2181 (8<sup>th</sup> Cir. 2019); *DePaola v. Clarke*, No. 16-7360 (4<sup>th</sup> Cir. 2018); *United States v. Bailey-Snyder*, No. 18-1601 (3<sup>rd</sup> Cir. 2019)(cert petition); *Chavez v. Peters*, 2019 WL 922237, appeal filed No. 19-3544 (9<sup>th</sup> Cir. 2019); and *Johnson v. Pennsylvania Department of Corrections*, No. 4:18-CV-09124 (M.D.Penn. 2019).

The Clinic also continued collaborations with previous year's partners in additional advocacy and public engagement for completed projects. In 2018, IHRC published *Defending Dissent: Towards State Practices That Protect and Promote the Right to Protest* with the International Network of Civil Liberties Organizations (INCLO). The report has been utilized by partner alliances of organizations such as Civicus to create toolkits on the right to protest, found here <https://civicus.org/protest-resilience-toolkit/protesttoolkit/about/>. Last year, the Clinic worked with the Defense Organization at the Military Commissions at Guantanamo Bay on a brief on international human rights issues implicated by the prosecutions. This year, the Clinic became a designated observer organization for the Military Commissions at Guantanamo Bay, Cuba. A Clinic student planned to travel to Guantanamo in the spring to observe the 9/11 case hearings, but like other trips, this was cancelled as a result of travel restrictions due to the spread of



coronavirus. The Clinic remains an observer and will send students to observe when travel becomes possible again.

During the spring quarter, the Clinic launched a virtual event series on human rights and health in response to the coronavirus pandemic. The series brought together scholars and practitioners including Dr. Renslow Sherer and Dr. Evan Lyon on the “Human Rights Implications of the Coronavirus Outbreak”; Dr. Pedro Villareal on “International Law on Pandemic Response: A First Stocktaking in Light of the Coronavirus Crisis”; Professor Brian Citro on “Human Rights and the TB Epidemic: Lessons Learned”; and Director of the ACLU National Prison Project David Fathi on “Protecting Incarcerated and Detained People in the Age of COVID-19.” The event series aimed to promote learning and discussion within the Clinic and the broader law school community about the coronavirus and the unique challenges it presents from an international human rights perspective.

Finally, the Clinic is organizing a conference on Making Gender Equality a Reality: Women’s Human Rights and Constitutional Change in the Americas, with support from the Pozen Center on Human Rights. This symposium will bring together leaders of legal and constitutional reform processes, academics and women’s rights advocates from the region to report and reflect on the challenges, opportunities, and impact of legal reforms on women’s rights prompted by constitutional changes. Panels will focus on: gender parity provisions and domestic efforts to ensure equal representation at all levels of governance; progress and challenges on ensuring sexual and reproductive rights; and the role (and limitations) of equal protection and non-discrimination provisions in combating discriminatory practices. Panelists include Senator Kenia López Rabadán of Mexico and Nadia Pesántez from UN WOMEN, among many other professionals from the United States, Central and South America. The conference was scheduled to take place in 2021, having been postponed due to the pandemic.

## JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

The Jenner & Block Supreme Court and Appellate Clinic represented clients in 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

The Clinic was co-counsel for Respondent Patrick Dwayne Murphy in *Sharp v. Murphy*, Case No. 17-1107. The question presented was whether Congress had

disestablished the reservation of the Muscogee (Creek) Nation in Oklahoma for purposes of federal criminal law. After briefing and oral argument during the Court's 2018 Term, the Court held the case for re-argument during its 2019 Term. The Court then took another case (*McGirt v. Oklahoma*, Case No. 18-9526) raising the same issue during the 2019 Term. In a 5-4 decision in that case, the Court agreed with the position taken by the Clinic in *Murphy*, holding that these lands remained an Indian reservation for purposes of federal criminal law. As Justice Gorsuch's majority opinion explained, "Congress has never withdrawn the promised reservation. As a result, many of the arguments before us today follow a sadly familiar pattern. Yes, promises were made, but the price of keeping them has become too great, so now we should just cast a blind eye. We reject that thinking." The Court then ruled in favor of the Clinic's client, Mr. Murphy, in the *Murphy* case.

The Clinic also worked on the merits-stage briefing on behalf of the Respondent in *Espinoza v. Montana Department of Revenue*, Case No. 18-1195. At issue in the case was a Montana state statute providing that taxpayers would receive dollar-for-dollar tax credits for donations to organizations that would in turn disburse those donations to private schools for purposes of paying student tuition. The Montana Supreme Court invalidated the statute under the Montana Constitution's bar on aid to religious schools. The question presented in the case was whether the invalidation of Montana's statute violated the Free Exercise Clause, Equal Protection Clause, or Establishment Clause. In a 5-4 decision, the Supreme Court held that the application of the Montana Constitution's "no-aid" provision to a state program providing tuition assistance to parents who send their children to private schools discriminated against religious schools and the families whose children attend or hope to attend them in violation of the Free Exercise Clause.

The Clinic co-authored an *amicus* brief on behalf of Amnesty International in support of the Respondent in *United States v. Sineneng-Smith*, Case No. 19-67. At issue in the case was whether the federal criminal prohibition against encouraging or inducing illegal immigration for commercial advantage or private financial gain, in violation of 8 U.S.C. § 1324(a)(1)(A)(iv) and (B)(i), is facially unconstitutional. A central premise of the government's argument was that the provision cannot and will not be used to target views and speech protected by the First Amendment for criminal investigation and prosecution. The Clinic's *amicus* brief explained that this argument is wrong, as the "facts on the ground" show that the provision is used to interfere with and chill a substantial amount of protected speech along the southern border. The Supreme Court did not reach the constitutional question in the case. Instead, in a unanimous opinion, the Court vacated the appellate court decision

and remanded the case, holding that the appeals panel departed so drastically from the principle of party presentation as to constitute an abuse of discretion.

In addition, the Clinic filed two petitions for *certiorari*, both raising important questions about the scope of post-conviction review and relief in federal court. The first petition addressed the availability of post-conviction review and relief for a new constitutional claim. In *Johnson v. United States*, 135 S. Ct. 2551 (2015), the Supreme Court held that imposing an increased sentence under the residual clause of the Armed Career Criminal Act (“ACCA”) violated the Due Process Clause’s prohibition on vague laws. Before this Court struck down the mandatory U.S. Sentencing Guidelines in 2005, thousands of Americans received mandatory increased sentences under the identically-worded residual clause in the Guidelines’ career-offender provision, whose text was imported from ACCA’s residual clause. The question presented in the Clinic’s petition was whether a motion for post-conviction relief under 28 U.S.C. § 2255 filed within one year of *Johnson* can assert a timely, valid claim that the residual clause of the mandatory Guidelines is unconstitutionally vague. The case was *Hodges v. United States*, Case No. 19-1133.

The second petition addresses the availability of post-conviction review and relief when a change in circuit law makes clear that a petitioner has been wrongly subjected to an enhanced mandatory minimum sentence. Under 28 U.S.C. § 2255, a federal prisoner cannot bring a second or successive claim for post-conviction relief in many circumstances. But § 2255(e) includes a savings clause that allows a prisoner whose claim is otherwise barred to petition for a writ of habeas corpus if the § 2255 remedy is “inadequate or ineffective” to test the legality of his detention. The federal circuit courts are split on whether a change in circuit law can support relief under the savings clause. The question presented in the case therefore is whether, notwithstanding the savings clause, an individual serving a wrongfully enhanced sentence is barred from obtaining relief, solely because the wrongfulness of the sentence was established retroactively by a court of appeals decision. The case is *Hueso v. Barnhart*, Case No. 19-1365. The petition remains pending.

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.

## SEVENTH CIRCUIT CASES

The Clinic also was counsel of record in two Seventh Circuit appeals, with Clinic students briefing and arguing both appeals.

In the first appeal, the Clinic’s clients had both pleaded guilty to violating 18 U.S.C. § 924(c)(3)(B), which made it illegal to use a firearm in the commission of a

“crime of violence.” Years later, a district court granted their motions for post-conviction relief, holding that this statute of conviction was void for vagueness. The district vacated their convictions and sentences. The Clinic represented the clients in the government’s appeal. While the appeal was pending, the Supreme Court held that 18 U.S.C. § 924(c)(3)(B) was unconstitutionally vague. With that issue resolved, the government argued that it should be permitted to reinstate charges it had dismissed with prejudice as part of the plea agreement or seek resentencing on those charges; the Clinic argued that the government was foreclosed from seeking this relief. The Seventh Circuit panel dismissed the government’s appeal for lack of jurisdiction. The clients’ consolidated appeals were *Bufkin v. United States* and *Toney v. United States*, Case Nos. 17-3306 and 17-3307.

The second appeal challenged a dismissal with prejudice for want of prosecution. The Clinic represented Appellant Aishef Shaffer, who had proceeded *pro se* in the district court. After Mr. Shaffer had actively litigated his case for more than a year, the defendants filed a motion for an order to show cause why the case shouldn’t be dismissed, saying that Mr. Shaffer had failed to provide notice of his new mailing address. The district court didn’t issue an order to show cause or other warning. Instead, about six months later, the district court dismissed the case with prejudice for want of prosecution. When Mr. Shaffer learned of the dismissal, he filed a motion seeking reconsideration, explaining that he had mailed notice of his change of address and hadn’t been aware of an issue with his case. On appeal, the Clinic argued that the district court erred by prematurely dismissing the case with prejudice, and then compounded that error by denying the motion seeking reconsideration. The Seventh Circuit affirmed the district court, holding that the district court had not abused its discretion. The case was *Shaffer v. Lashbrook, et al.*, Case No. 19-1372.

The Clinic’s students researched and wrote all of the briefing in these Seventh Circuit appeals. Clinic student **Andy Osborne, ’20**, argued the consolidated *Bufkin* and *Toney* appeals before the Seventh Circuit. Clinic student **Addison Bennett, ’20**, argued the *Shaffer* appeal before the Seventh Circuit.

## KIRKLAND & ELLIS CORPORATE LAB CLINIC

The Kirkland & Ellis Corporate Lab successfully completed in excess of 120 projects during the 2019–2020 academic year in collaboration with a wide range of companies, including A.T. Kearney, Abercrombie & Fitch, Accenture, Allstate, Archer Daniels Midland, Baxter, Crate & Barrel, GrubHub, Honeywell, IBM, John Deere, Koch Industries, Kraft Heinz, Meijer, Microsoft, Nike, Pier 1 imports,

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 Brunswick Corporation, Cushman & Wakefield and Owens Corning.

The Lab continues to enjoy great success due in large part to the interesting projects and high-quality work that draw ambitious students and leading organizations to come together to collaborate on solving cutting-edge legal and business problems. During the past academic year, the Lab worked on many contract drafting projects, several of which involved creating form Master Service Agreements for multinational corporations.

The Lab also conducted legal research and drafted opinions on behalf of two clients involved in ongoing contract disputes. The first such opinion was delivered to the Supreme Court of Korea and addressed issues related to misappropriation of trade secrets, the application of injunctive relief, and choice of law clauses, all under Illinois law. The second opinion was delivered to an arbitration panel and analyzed separate partnership and limited liability company agreements to determine whether a business relationship was terminable at will or only upon the occurrence of specifically numerated events.

The Spring Quarter brought with it clients facing significant challenges due to the COVID-19 pandemic. As a result, the Lab was often tasked with helping its clients navigate the unique legal ramifications of the crisis on their operations. Companies asked for, and the Lab delivered, guidance on emerging workplace safety regulations, privacy concerns germane to the remote work landscape, and rapidly changing guidelines on how and when to safely reopen. Additionally, the Lab conducted substantial research on COVID-19's implications on force majeure clauses, and reviewed and analyzed numerous force majeure clauses in client contracts.

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

#### POLICY RESEARCH

- Drafted a memorandum for a Fortune 100 client synthesizing the ongoing debate over shareholder vs. stakeholder primacy
- Drafted a memorandum for an energy company on various issues relating to eminent domain and adverse possession laws in several Midwestern states

- Drafted a memorandum for a national food delivery platform summarizing the legal landscape of liquor delivery and analyzed the company's compliance with relevant law
- Drafted a memorandum for a management consulting company on best practices for granting intercompany license agreements, both nationally and internationally

## CONTRACT DRAFTING

- Drafted a form distribution agreement to be used by a multinational retailer
- Reviewed and commented on, and created quick reference guides to be used by non-lawyers for, a large insurance company's ERISA various management service contracts and request for proposal form related thereto
- Drafted licensing, consulting, master service, 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

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:

- Neil Hirshman, Sean Kramer, Leo Greenberg, Josh Kogan (Kirkland);
- David Bronner (K&L Gates), David Brown and Brian Krob (Nixon Peabody);
- Brendan Heneghan (IBM);
- Eileen Kamerick (Board member of several NYSE listed companies);
- Andrew Boutros (Seyfarth Shaw);
- Forrest Deegan (Abercrombie);
- Stephanie Vogel (National Basketball Association);
- Michael Scodro (Mayer Brown);

- William Ridgeway (Counsel at Skadden, Arps; Former Assistant U.S. Attorney);

In addition, the Lab is hosting the ninth annual Transactional Challenge for rising second-year law students to provide exposure to corporate practice during the first law school summer. The Challenge, which allows students to compete in a series of real-world corporate transactional exercises, is still in the sign-up phase and has generated significant interest. 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 Donald M. Ephraim Professorship in Law and Economics** was created in 2019 through the generosity of the Donald M. Ephraim Family Foundation. The professorship is named after Donald M. Ephraim (J.D. 1955) and was established to fund and promote the field of Law and Economics at the University.

**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 Lillian E. Kraemer Faculty and Public Interest Fund for the Law School** was established in 2020 by Lillian Kraemer (J.D. 1964) to establish and endow a fund which will provide support for the Lillian E. Kraemer Professor of Public Interest Law and one or more faculty positions known as the Lillian E. Kraemer Teaching and Research Scholars, as well as continued funding of the Lillian Kraemer Post-Graduate Public Interest Fund.

**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 Barry S. Alberts Scholarship Fund** was established in 2020 by Barry Alberts (J.D. 1971) to provide scholarship support for deserving students in the Law School.

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

**The Byron S. and Jeanette R. Miller Working Students Assistance Fund** was created in 1996 by Byron (A.B. 1935, J.D. 1937) and Jeanette (A.B. 1936, J.D. 1937) Miller.

**The Robert H. and Ina M. Mohlman Fund** was established in 1986 by Mr. Mohlman (A.B. 1939, J.D. 1941) for the benefit of students at the Law School.

**The 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 Mitchell Offenhartz Memorial Scholarship Fund** was established in 2019 by Adam H. Offenhartz (J.D. 1989) in honor of his father, Mitchell Offenhartz. The fund provides scholarship support to meritorious students in the Law School.

**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 Global 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 and Appellate 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 Steinhauer. 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 Earl B. Dickerson Fellowship Fund** was established in 2019 to support the Dickerson Fellows program at the Law School.

**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.

## 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 Dentons Fund**, formerly the SNR Denton and 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 Richard Badger '68 Student Support Fund** was established in 2019 by classmates and friends to honor Richard Badger (J.D. 1968) upon his retirement from the Law School. This fund will provide support to JD and LL.M students in the form of scholarships as well as emergency student funding.

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

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

**The Class of 1962 Photo Archive Fund** was established in 2017 by the Class of 1962 on the occasion of their 55<sup>th</sup> "Double-Nickel" reunion. The fund provides support for the Law School's photographic archives.

**The Stephen C. Curley Fund** was created in 1993 by Stephen C. Curley (J.D. 1969) in honor of his firm and in celebration of his 25<sup>th</sup> Reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

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

**The Isaiah S. Dorfman Fund** was created by Mr. Dorfman (Ph.B. 1928, J.D. 1931) in 1976 to support library acquisitions and an annual student prize for work in the

area of labor law. In 1993, Mr. Dorfman asked that the proceeds of the fund be diverted to support the student-edited Chicago Journal of International Law.

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

**The Ephraim Scholars Program Fund** was established in 2016 by the Donald M. Ephraim Family Foundation to provide support for one to three law students annually to prepare them to participate in the law and economics debates of the future. Students will receive funds to support a legal research paper or project and/or to gain access to data resources.

**The George E. Fee, Jr. Memorial Fund** was established in 1976 in memory of George E. Fee, Jr. (J.D. 1963), who served as director of placement and later dean of students in the Law School from 1965 to 1969. It is used to support activities or **The S. Richard Fine Fund** was established through a bequest in 2019 by Richard Fine (J.D. 1950) to be used in the discretion of the Dean of the Law School for faculty recruitment and retention and for financial aid to the students.

**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 General Counsel Forum Fund** was established in 2017 by the law firm of Bartlit Beck, and several of its partners, to provide expendable, annual support for the General Counsel Forum at the Law School.

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

**The Daniel and Susan Greenberg Law School Fund** was established in 1986 by Daniel (J.D. 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930.

**The 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 and Harriet Heifetz Memorial Fund** was established in 2001 by Harriet Heifetz in memory of her husband Elmer (J.D. 1937), to underwrite special faculty and student conferences and events held at and/or sponsored by the Law School exuding the 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 2020-2021

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## AUTUMN QUARTER

August 24-September 4: Intensive Contract Drafting  
September 1-8: J.D. Pre-Orientation  
September 11-15: J.D. Orientation  
September 16-18: Kapnick Initiative Events for Class of 2023  
September 14-18: LLM Orientation  
September 21: Autumn Quarter Classes Begin  
November 20: Last Day of Autumn Quarter Classes  
November 23-27: Thanksgiving Break  
November 30: Reading Period  
December 1-8: Autumn Quarter Exams  
December 9-January 1: Winter Break  
December 10-December 18: On-Campus Interview Program

## WINTER QUARTER

January 4: Winter Quarter Classes Begin  
January 18: Martin Luther King, Jr. Day (Law School Closed)  
March 5: Last Day of Winter Quarter Classes  
March 8: Reading Period  
March 9-14: Winter Quarter Exams  
March 15: Spring Break Begins

## SPRING QUARTER

March 29: Spring Quarter Classes Begin  
May 21: Last Day of Spring Quarter Classes for Non-1L Students  
May 24: Reading Period for Non-1Ls  
May 25-29: Exam Period for Non-1Ls  
May 31: Memorial Day  
May 27: Last Day of 1L Spring Quarter Classes  
May 28: 1L Elective Exam  
May 29: Reading Period for 1Ls  
June 1-5: 1L Exams - Required Classes  
June 12: 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).