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THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2022



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THE LAW SCHOOL ANNOUNCEMENTS 2022-23

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 four 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, work with non-profit organizations, entrepreneurial ventures, international private or public law practice, corporate practice, government service, or alternative dispute resolution including arbitration and mediation. 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 as required by law (including Title IX of the Education Amendments of 1972). The Policy on Harassment, Discrimination, and Sexual Misconduct website has additional information. <https://harassmentpolicy.uchicago.edu/>

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773-702-5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5525 S. Ellis Ave., Suite B, Chicago, IL 60637.

EFFECTIVE DATE

The content of these Announcements is accurate as of September 1, 2022. It is subject to change. Please visit www.law.uchicago.edu for the most updated information.



PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

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

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

DUAL DEGREE OPPORTUNITIES

The Law School participates with several other areas of the University in established dual degree programs. These programs have specific admission requirements and candidates are able to count course work in each area toward the academic requirements in the other area, thus reducing the time and expense involved in earning both degrees. 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 other areas such as 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.

Dual degree students also must pay tuition at the Law School for eight quarters. In addition, they must be in residence as full-time students at the Law School for nine quarters, in each of which they must earn at least nine credits towards the J.D. degree in either LAWS-prefixed classes or classes that earn credit toward the J.D. degree. The tuition and residency requirement cannot be waived. For each quarter considered in residence at the Law School, a student must be enrolled in at least one LAWS-prefixed class. This requirement cannot be waived. Once a student has met these dual degree residency requirements at the Law School, they may not be

enrolled in additional quarters beyond the requirement. Students in dual degree programs cannot enroll in more than 14 credits in any quarter in which they are counting credits toward the J.D. degree. This includes credits/units taken in the other department. There are no exceptions to this maximum credit requirement.

Students may enroll in only one UChicago degree program at a time unless they (1) have approval in writing from the relevant UChicago programs and deans of students and (2) are enrolled in a joint or dual degree program.

THE THREE YEAR J.D./M.B.A PROGRAM

The three year J.D./M.B.A Program is an accelerated program where students complete both degrees in three years. Similar to other dual degree programs, students must be in residence as full-time students at the Law School for nine quarters, in each of which they must earn at least nine credits towards the J.D. degree in either LAWS-prefixed classes or classes that earn credit toward the J.D. degree. Students in this program may count up to 12 credits of coursework outside the Law School (non LAWS-prefixed classes) toward the J.D. degree and towards the quarterly residency requirement.

In the first year of the program, students are enrolled in Law School classes only and will complete their first-year Law School requirements during that year. In the second year, students enroll in a combination of Booth BUSN-prefixed class and LAWS-prefixed classes. In the second year, students are required to take the 5 LAWS-prefixed Doctoroff classes, designated as such in my.uchicago.edu. Students return to the Law School in the third year to complete their Law School requirements. Students cannot enroll in Booth classes in the third year. Students in this program must complete 35 core credit hours.

Students cannot enroll in more than 14 credits in any quarter of residency through the duration of this program, and that includes quarters in which they are enrolled in both BUSN and LAWS prefixed classes (please see the conversion table in the last paragraph of the Non-Law Students section). There are no exceptions to this maximum credit requirement.

J.D./PH.D. PROGRAMS

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. Students who wish to transfer 25 non-law credits towards their J.D. should consult with the Dean of Students, as it can impact the number of credits that may be earned through co-curricular activities and field placements.

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 GPHAP is a certificate program designed to train and prepare future leaders in health care, and it draws together students and faculty from various fields for

the purpose of providing students with deep interdisciplinary training in policy, management, finance, and social service delivery. Health lawyers play an important role in many aspects of the health care field, including: health law practices in firms, serving as in-house lawyers in health care organizations, addressing issues related to health care reform in all settings, pharmaceutical policy and administration, medical device policy and administration, medical innovation, public health, health care regulation and accreditation, and much more. GPHAP also has a global health track for students interested in international law and health.

Students admitted to the program must take four classes (two required and two elective), complete a supervised practicum, and attend three health-related workshops, seminars, lectures, or GPHAP special events offered on campus each quarter. Students must provide a short synopsis of each event attended. Regarding the practicum, this may be fulfilled by a law student's summer internship if related to health care. In addition, GPHAP offers paid health related internships that count toward the practicum requirement. There is no extra charge to participate in GPHAP. Students in the program may transfer no more than 12 non-law credits towards the JD degree, including the GPHAP required classes.

Any law student interested in the program is encouraged to apply before the beginning of their second year of law school. A special fellowship, the Ray E. Brown Fellowship, is awarded to one Law student each year and provides the recipient a \$500 award. For additional information on the GPHAP program and the Ray E. Brown Fellowship, please see <https://gphap.uchicago.edu/>.

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. The law school typically offers five LLM only courses: Writing & Research in the US Legal System, Constitutional Law for LL.Ms, Contracts for LL.Ms, Civil Procedure for LL.Ms, and Introduction to American Law & Legal System. 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, 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. We 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.

For those candidates whose native language is not English, but English has been a primary language of communication and schooling for them since childhood; or they were enrolled for at least one academic year in full-time status in a course of study at an accredited English-medium post-secondary institution in one of the following countries or territories within the past ten years: Antigua and Barbuda, Australia, Bahamas, Barbados, Canada, Dominica, Grenada, Guyana, Hong Kong, Ireland, Jamaica, New Zealand, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Singapore, South Africa, Trinidad and Tobago, the United Kingdom, the United States applicants will have the opportunity to indicate this on their application if they do not intend to submit a TOEFL or IELTS.

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 either a J.D. degree, an LL.M. degree from an A.B.A. approved law school in the United States, or a law degree (undergraduate and/or graduate) from another common law or commonwealth nation where that individual has an outstanding academic record and sufficient prior work that they are prepared to embark on a dissertation project.

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 40 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 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 seven professional journals. *The University of Chicago Law Review*, *The University of Chicago Legal Forum*, *The Chicago Journal of International Law*, and *The University of Chicago Business Law Review* 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. To achieve these goals, the Center will introduce several events and programs to bring together leading scholars and practitioners. The core subjects of inquiry will include financial transactions, financial markets, securities, private equity, venture capital, bankruptcy, and debt. Programs will include conferences and roundtables where leading minds of law and finance will share their work and discuss forefront issues; education programs to expose practitioners, judges, and lawmakers to the insights produced by the University’s cutting-edge research; transactional programs to develop and foster increasing research and student education on the legal structure of financial deals; and international programs that highlight and explore the global nature of law and finance. With the launch of the Center in 2019, we have held and plan to hold numerous conferences, roundtables, speaker events, and seminars on various topics. These events are 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 Institute** will support research and scholarship on longstanding constitutional issues as an integral part of the Law School's scholarly and research mission. The Institute also shares the Law School's commitment to free speech and intellectual inquiry that is independent of partisan fashions. The Institute will promote rigorous analysis of constitutional issues and then share those ideas more broadly with the general public. With the launch of the Institute in 2020, have hosted numerous events and activities, as well as produce two multi-season podcasts: *Dissenting Opinions* and *Divided Argument*. The Institute plans to hold roundtables, conferences, 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 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 business internship/experience. 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.

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

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 and pass a minimum of 105 credit hours, including a professional responsibility class. All J.D. students must complete eight credits in courses that qualify as experiential learning to meet American Bar Association standards. After completing the first year, all J.D. students also must complete 40 credits in non-clinical Law classes or “core” classes.¹ Core classes are designated each quarter in the online course schedule at registrar.uchicago.edu/classes.² Credits earned through participation in journals and the Hinton Moot Court Competition count towards the 40 core credit requirement. Please note, however, that first-year classes, including electives taken during the first year, do not count towards the 40 core credit requirement; the requirement is for classes taken during the second and third year. However, a student who takes a class designated a first-year elective during the student’s second or third year may count the class 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) entirely original work and written independently by the student (3) certified by a member of the

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

² Faculty members defined as core for purposes of this requirement are permanent faculty at the University of Chicago Law School, Visiting Faculty, Emeriti, members of the Clinical faculty, Professors from Practice, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Lecturers in Law will be deemed core only in exceptional circumstances when so designated by the Deputy Dean because they are teaching a foundational course normally reserved for permanent faculty. Bigelow and other Fellows, as well as Lecturers in Law, are excluded in all other circumstances.

tenured or tenure track faculty at the Law School, a member of the Visiting Faculty, an Emeritus/a, or faculty members holding the title of Clinical Professor of Law, Associate Clinical Professor of Law, Assistant Clinical Professor of Law, Professor from Practice, or Senior Lecturer at the Law School, or 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 and the instructor for the course or independent research for which the paper was written; (4) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; (5) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School; and (6) 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. Faculty supervision of student comments or notes may sometimes be less extensive than for an independent research project, since the students journals also are engaged in editing.

SRPs are typically 6000 to 9000 words in length, but revisions and opportunities to rework arguments and writing are more important than length. Faculty members may impose their own requirements for certification. 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 (3) 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. As a rough guide, the project should involve around 3500 to 4500 words in total, although the ultimate length of the project will be determined in consultation with the faculty member. 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 and to turn in a first draft no later than the conclusion of Spring Break of their third year.

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, a member of the Visiting Faculty, an Emeritus/a, or faculty members holding the title of Clinical Professor of Law, Associate Clinical Professor of Law, Assistant Clinical Professor of Law, Professor from Practice, or Senior Lecturer at the Law School, or 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. Please note that independent research projects default to three credit hours. Any modification of the credit value requires the written consent of the supervising faculty member. 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

To graduate, the Law School requires all LL.M. students to be in full-time residence for three quarters. Full-time residence means students must be registered for at least nine credit hours per quarter, with no fewer than six Law School credit hours per quarter. Each of those credit hours must be successfully completed (i.e., students must pass and receive credit toward their LL.M. degree). LL.M. students must complete and pass 27 credit hours of coursework. Non-law coursework will

not be counted toward this 27 credit hour requirement. 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.

LL.M. Thesis

Under certain circumstances, a thesis option is available upon application to the Law School's Director of Graduate Programs. This option will only be granted to students who can demonstrate the potential to complete an extensive research paper, explain how the thesis relates to their professional goals, and are supported by a faculty supervisor with whom they consulted. Students interested in the thesis option should submit the online petition no later than the second week of Winter Quarter. The petition is located at <https://www.law.uchicago.edu/students/academics/petitions>.

Students interested in pursuing this option must find a full-time core faculty member at the University of Chicago Law School (as defined by the Student Handbook) to supervise their research and writing of the thesis. The faculty supervisor will also be responsible for awarding a final grade, following the official law school grading scale. While only one faculty member will be finally responsible for the grading of the thesis, students are permitted to consult with other faculty members during their research and writing.

The thesis must be of publishable quality and completed during the academic year in which a student is enrolled as an LL.M. student at the law school, extensions will not be granted. Upon successful completion of the thesis, students will be awarded four (4) credits. Registration for the thesis and the 4 credits will default to the Winter quarter. A minimum grade of 170 is required to receive credit. The grade will appear on a student's transcript as Independent Research: Master of Laws Thesis.

LL.M. Students Applying for the NY Bar

LL.M. students applying to the New York bar must complete 30 credits. For further information regarding New York and other state bar requirements for LL.M.s, please see the Director for Graduate Programs.

In addition to the 27 credit hours LL.M. students must earn at the Law School, three additional credits may be taken in “other courses related to legal training” in another school at the University of Chicago for purposes of applying to the New York bar. For further information regarding New York bar requirements for LL.M. students, please consult with the Director for Graduate Programs.

Note that the 30 credits must be “classroom courses.” This means that credits earned in independent research papers will not be counted as part of the 30 required. Credit hours for research papers in seminars or workshops may be counted to meet this 30 credit hour requirement. These additional three credits may be from courses in the Law School or “courses related to legal training” in other departments or schools at the University.

Summary of Requirements for LL.M. students planning to take the New York Bar Examination

- 30 credit hours of Law School courses (up to three credits can also be “courses related to legal training” in other departments or schools at the University). Included in those 30 hours must be
 - 3 credit hours of a course in professional responsibility
 - 3 credit hours in legal research and writing
 - 3 credit hours in Constitutional Law or Civil Procedure
 - 8 credit hours in other courses whose subject matter is tested on the Bar Exam

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.

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 become academics in either their Ph.D. discipline or in law. Admissions decisions are based in part on the availability of Law School faculty for mentoring admitted students.

Although one of the program's goals is to support those who wish to incorporate legal scholarship in their Ph.D. dissertation, this is not required. Understanding a candidate's research interests is important when assigning a faculty advisor, however.

M.L.S. candidates will be taught by current faculty. Each candidate also will have a faculty advisor to mentor and provide consultation on research interests. All J.D. courses will be open to M.L.S. candidates. For classes with competitive enrollments, the M.L.S. candidates participate in the regular bidding system with J.D. candidates.

Students may enroll in only one UChicago degree program at a time unless they (1) have approval in writing from the relevant UChicago programs and deans of students and (2) are enrolled in a joint – or dual degree program

Graduates of the M.L.S. program may become academics in their Ph.D. field, as they would without the degree. It is the Law School's hope that legal training will improve the quality of their doctoral work, and thus help with job prospects. It also is possible that M.L.S. graduates may be able to become legal academics, since they would be more credibly connected to law than people without legal training. Their work would be more likely to address important legal topics, and they would better be able to teach law students because they would have had exposure to the law school classroom. These advantages, we hope, will enable M.L.S. graduates to land top-tier academic jobs.

Degree Requirements

The program is designed for students who have completed their core Ph.D. coursework and are either proposing or working on their dissertation. Candidates will take some of the general first year law school courses and advanced law courses in subjects related to their Ph.D. discipline. The particular program of study is individualized to each student and will be set in consultation with a faculty advisor. To complete the program and earn the M.L.S. degree, candidates must successfully complete 27 credit hours of coursework. Additionally, M.L.S. candidates must take a minimum of nine credits per quarter for three quarters, with no fewer than six Law School credit hours per quarter. Non-law coursework will not be counted toward the 27 credit hour requirement.

Registration

Upon admission to the program, candidates should contact the M.L.S. Faculty Director to be assigned a faculty advisor. Candidates will register for classes with all other degree-seeking students in the Law School.

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.

Students may enroll in only one UChicago degree program at a time unless they (1) have approval in writing from the relevant UChicago programs and deans of students and (2) are enrolled in a joint or dual degree program.

REGISTRATION

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

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

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

Students may bid for a maximum of five classes per quarter, and must rank them in order of preference, but the maximum number of credits in which a student can be registered via the First-year J.D. students are assigned to sections and registered by the Office of the Registrar for all classes except their spring quarter Constitutional Law and elective classes.

Second- and third-year J.D. students, M.L.S. students, J.S.D. students taking elective classes, and LL.M. students register themselves for classes using a web-based registration system. Non-first-year students seeking to register for first-year required classes must contact the Office of the Registrar. Limited seats may be available in 1L classes.

Students cannot take more than 14 credits per quarter, with no exception, including credits earned in non-law classes.

The Law School class registration process is fully described and governed by the online registration instructions that are updated quarterly. Please see <http://www.law.uchicago.edu/students/registration> for the most up-to-date registration instructions. All registration deadlines are outlined in the Academic Calendar on the Law School website, and students are responsible for reviewing and abiding by the registration deadlines for each quarter.

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:

- (1) Initial bidding for biddable courses and registration for non-biddable courses;
- (2) Online add/drop;
- (3) Instructor Approval Required to Add/Drop; and

(4) 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 if after the last day of classes).

Students must refer to the online academic calendar for specific withdrawal dates for each quarter (<http://www.law.uchicago.edu/students/academiccalendar>). Deadlines are strictly enforced, and under no circumstances can a "W" be removed from a student's record once the deadline has passed.

Limit on Enrollment in Kirkland & Ellis Corporate Lab Clinic & Courses Taught by Kirkland & Ellis Corporate Lab Clinic Faculty

Students may enroll in no more than 14 total credits with the Director of Kirkland & Ellis Corporate Lab Clinic Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than nine credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the second and third years with any instructor who teaches in the Kirkland & Ellis Corporate Lab

Clinic count toward the 14 credit limit. Please see the online course search for the Kirkland & Ellis Corporate Lab instructors for the current year

Bidding

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 classes. The deadline to drop biddable classes without a “W” is typically the Friday of the second week of classes. Please refer to the Academic Calendar for the exact deadlines each quarter. Once the deadline has passed, under no circumstances can a “W” be removed from a student’s record.

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 automatic registration into continuing classes, clinics, independent research projects, non-biddable class enrollments, etc. It is not guaranteed that students will be enrolled in classes they bid for. Generally, 2Ls, 3Ls, M.L.S. students, J.S.D. students, and LL.M.s 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 nature of the class. In some instances, 3L students receive priority in particular classes, and it will be noted as such in the relevant class descriptions. Please see each quarter’s registration materials for additional information.

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. There are no exceptions to this rule. Students may not audit a class that has a time conflict with a class in which they are enrolled.

Similar Classes and Repetition of Classes

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

- Constitutional Law I and Constitutional Law for LL.M.s
- International Law and Public International Law
- Trial Advocacy and Intensive Trial Practice Workshop
- 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 Deputy Dean. Students ultimately are responsible for avoiding overlapping classes.

Students may also not repeat a class that has the same course number or has the same or similar title and/or content (as noted above). The only instance where a student must repeat a class is if they have failed a required class. Ordinarily, students may only repeat a required course for which they received a failing grade one time. In this case, both classes will remain on the student's transcript and both classes grades will calculate in the student's GPA. However, the only credits that will count towards the total of number of credits required to earn the degree are those credits attached to the passing grade for that class.

Registration Petitions

For actions outside the usual procedures, petitions are available online at www.law.uchicago.edu/students/academics/petitions.

Registration 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

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

- Reschedule an Exam
- Take a Non-Law School Course for Credit
- Writing Requirement (WP/SRP) Petition

OTHER REGISTRATION RESTRICTIONS

First year students will be unable to remain registered in classes if they:

- Have not furnished the Office of Admissions or Office of the Registrar with an official transcript of their undergraduate work or of graduate work done before matriculation at the Law School by the deadline communicated by the Office of Admissions each year. The transcript(s) must be sent directly from the other institution(s) to the Law School and must bear the degree earned.
- Students may be restricted from registering for classes if they: Have registration restrictions placed by any office of the University (such as the Bursar's Office, the Financial Aid Office, etc.); or
- Have not satisfied the State of Illinois immunization requirements

Students should check my.uchicago.edu prior to registration each quarter to ensure they do not have holds on their record that will impact their ability to register for classes. Students who are not registered by 5:00 p.m. on Friday of the 3rd week of the quarter may be subject to an administrative leave of absence in that quarter. At the beginning of the next quarter, if the student has failed to clear all restrictions, the student will be administratively withdrawn from the Law School by the Dean of Students (unless the student is on a documented non-administrative leave of absence).

Additional restrictions pertaining to specific quarters/classes/students are listed online at www.law.uchicago.edu/students/registration.

LIMIT ON QUARTERS OF ENROLLMENT

No J.D. student at the Law School may exceed the nine quarters of enrollment, except in special circumstances as approved by the Rules & Petitions Committee, such as when a student has earned a failing grade and not completed the J.D. requirements. Once a student has completed the J.D. requirements, no further quarters of enrollment at the Law School will be permitted. For dual degree students, once a student has completed the J.D. requirements, no further quarters of enrollment at the Law School will be permitted, even if an additional quarter would be approved by the program in the corresponding school or division at the University.

NON-LAW STUDENTS

Registration

Non-Law School students wishing to register in a LAWS-prefixed offering must complete the Non-Law School Student Registration request form. This form must be completed even if the course offering does not require instructor consent.

Students should refer to classes.uchicago.edu and email the instructor(s) prior to submitting this request to fully ascertain prerequisites, course requirements, available grading modalities, and to request consent to register. If the course will be completed during the student's last quarter prior to graduation, the student should also inquire whether a grade will be available by the University's graduating students grade submission deadline.

Students are expected to follow the same rules regarding courses, seminars, examinations, and papers that apply to law students. This includes all add/drop/withdraw/exam deadlines.

Grading

Law School courses must be taken for a letter grade or pass/fail. Professor approval must be obtained for pass/fail. Grade declarations are final after the end of the fifth week. If no declaration is made, a letter grade will be entered. Students may not register to audit law school courses.

The Law School uses a numeric grading scale, and Law classes are graded on a curve:
<https://www.law.uchicago.edu/students/handbook/academicmatters/grading>. Once a numeric grade has been entered for a non-law student, that grade will convert to a grade on the University's 4 Student Handbook 2021-2022 41 point scale which includes plus/minus letter grades. To view the grades on this scale, please see the Common Grade Policy page at: <https://registrar.uchicago.edu/records/grading/>

Exams

Students must take exams on their own laptop computers. Students are assigned an exam number each quarter. Students are expected to take examinations as scheduled, though exceptions to this rule are made on a case-by-case basis (see <http://www.law.uchicago.edu/students/petitions/moveexam>). Examinations may never be taken prior to the regularly scheduled exam administration.

Please Note: Class information is sent to students using their @uchicago.edu email accounts; this includes Canvas. If you are using an email address other than

your @uchicago.edu one, you must set up forwarding from your @uchicago.edu account.

Non-Law students should be aware of the number of course units that are equal to the Law School's credits. If a course is listed as 2 credits you will be registered for 75 units. Please check to see if your program allows you to register in a 75 unit course. The conversion of course units to Law School credits is below.

- 50 units = 1 credit
- 75 units = 2 credits
- 100 units = 3 credits

If you are a Graduate Student-at-Large or Returning Scholar student, please follow this link: <http://www.law.uchicago.edu/students/petitions/gsalorreturning>

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, a student may be denied credit in the class(es), a memo may be added to the student's file, the student's privilege of membership in the Law School may be withdrawn, or any other appropriate action may be taken.
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 attend within one week of enrollment in any class (first class for limited enrollment 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.

PLEASE NOTE: Faculty members are increasingly strict in interpreting what constitutes "regular" attendance. Students have been dropped from class rosters and denied credit in classes. 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.

Class Planning

Each spring and summer, the Law School makes a tentative determination about which classes⁴ will be offered in the following year and who will teach them. Suggestions for new class offerings should be brought to the attention of the Deputy Dean. 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

⁴ Each year, the Law School has a broad array of offerings. For purposes of these Announcements, "classes" refers to all of the Law School's offerings with a classroom component and includes courses and seminars. "Courses" refers to Law School's offerings with a classroom component that are not seminars.

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.

The class schedule can be found online at <http://registrar.uchicago.edu/classes>. Students are encouraged to utilize the refine search tool, which will help students determine if classes meet certain requirements (e.g., core, professional responsibility, etc.). A PDF version of the academic schedule can be found online at: <http://www.law.uchicago.edu/students/registrar/courseschedules>.

Students have freedom to tailor their programs to their own interests and needs, although all students are expected to design programs that will provide them with a strong foundation in the standard subject areas of the law. Students also should find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value of doing so. Students are advised against excessive specialization, however, as lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to develop a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth below in the section on Selecting Classes. Students receive additional guidance on class selection from the Deputy Dean and the Office of the Dean of Students in August before their second year of law school. Students also are encouraged to consult with the Deputy Dean, the Dean of Students, the Senior Associate Director of Advising and Wellness Programs, 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 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 classes typically is 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
- Corporate Tax I and II

Class Recording Policy

Generally, recording Law School classes is strictly prohibited. For example, the Law School does not record classes for students who must miss class for most reasons including:

- Illness or doctors visits
- Family emergency, death in the family, funerals, etc.
- Interviews or career-related programming
- Other university conflicts
- Student organization conflicts
- Conferences or other professional-related travel

The Law School does attempt to record classes for students who must miss class due to observance of religious holidays.

Any update or change to the recording policy will be communicated to students by the Dean of Students Office.

Students may be eligible for class recordings only for the following reasons:

- Observance of religious holidays
- Approved ADA accommodation through the Student Disabilities Services office
- Pregnancy, delivery, and post-delivery related absences with approved accommodation through the Title IX office
- Two make-up classes scheduled at overlapping times

Students wishing to request that a class be recorded due to observance of religious holidays must submit their petition at least 7 days in advance of the absence. They should complete the petition available at <http://www.law.uchicago.edu/RequestRecordClassHolidayObservance>.

Students wishing to request a class recording when a make-up class is in conflict with another class must complete the petition available at <https://www.law.uchicago.edu/students/petitions/record>.

Students wishing to have classes recorded for an ADA accommodation are encouraged to meet with the Student Disabilities Services (SDS) as early as possible prior to the start of the quarter. For pregnancy related recordings, students should be in touch with the Title IX office as early as possible. Please note that the process of having an accommodation request reviewed and approved may take several weeks. The Law School will not record classes for an accommodation without approval from SDS or the Title IX office.

Regardless of the reason, all requests must be made at least seven days in advance. Submission of recording requests does not guarantee that a request will be granted by the faculty member or that there will not be a problem with the recording, so students are strongly encouraged to secure notes from a classmate as well.

Please also note that students should not contact their professor directly about recording classes; the Office of the Registrar will request permission and coordinate everything centrally, ensuring consistency and reducing confusion.

If students decline to have the Law School record their participation in class for the sole purpose of allowing another student enrolled in the course to listen to the class discussion, after which time the recording is permanently destroyed, students must object in writing to the Dean of Students by the end of the second week of the quarter.

The Law School records classes with appropriate permissions and safeguards and for the very limited purposes described above. Students who record class on their own risk disciplinary and other action and potentially may violate Illinois law.

Please direct questions about recording requests or concerns to the Dean of Students and the Office of the Registrar.

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.

SELECTING CLASSES⁵*Selecting Second Year Classes*

Although no specific courses are required during the second year, certain courses are considered foundational and are strongly recommended for students in the second rather than the third year. These foundational courses include: Administrative Law; Business Organizations/Business Associations/Corporation Law; Constitutional Law I, II, or III; Criminal Procedure; 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 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 strongly encouraged to fulfill one of their writing requirements before the end of the second year. This will ensure students are not having to complete both projects their final year.

Students will receive two experiential learning credits in the spring of their first year. Heading into their second year, students are strongly encouraged to choose a

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

pathway of courses that will allow them to complete at least six experiential learning credits by the end of their second year, for a total of 8 experiential learning credits by graduation.

The Law School strongly recommends that all J.D. students complete a minimum of 20 credits designated as core by the end of their second year.

Selecting Third Year Classes

The third year provides an opportunity for J.D. students to complete outstanding degree requirements while also rounding out their knowledge of basic subject areas and to take classes in fields of special interest. It also should 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.

Courses in Your Final Quarter

Students may graduate at the end of all four University quarters, although the vast majority of students graduate at the conclusion of the spring quarter. Students wishing to graduate in autumn, winter, or summer quarters must follow certain guidelines when selecting classes for their last quarter.

All papers for summer, autumn, and winter quarter candidates for graduation are due approximately two weeks prior to the University's final grade submission deadline. Please refer to the Academic Calendar for deadlines at <http://www.law.uchicago.edu/students/academiccalendar>. These deadlines are firm and cannot be waived or modified by faculty.

Additionally:

- (1) Students graduating in autumn who need to complete autumn coursework may not register for exam classes because final grades are due to the University prior to the start of final exams.
- (2) Depending on the academic calendar for the specific year, students graduating in winter might be able to register for exam classes, provided that:

- a. The exams are take-home and self-scheduled or scheduled sufficiently early in the exam period; and
- b. The student agrees to take the exam(s) at least one day before final grades are due to the University; and
- c. The faculty member agrees to grade the exam so as to meet the University's grading deadline.

Unless all three conditions are met, the autumn rules above apply.

- (3) The Law School offers no summer quarter classes for purposes of graduation, and students may not take summer quarter classes in other University units and apply them towards the J.D. degree without written permission from the Dean of Students. Students may, however, register for an independent research at the Law School, complete pending Law School work from prior quarters or enroll in classes required to fulfill graduation requirements of a dual degree other than the J.D. degree and therefore officially graduate at the end of the summer quarter.

Students who graduate in the summer, autumn and winter quarters may participate in the spring quarter Law School Diploma & Hooding Ceremony subsequent to the quarter of their graduation.

PROFESSIONAL SKILLS AND EXPERIENTIAL LEARNING COURSE REQUIREMENT

All J.D. students must complete and pass at least eight total credits in experiential learning classes, which may be seminars, courses, law clinics, practica, and field placements. During the spring quarter of the first year, all J.D. students earn two credit hours of experiential learning coursework for Legal Research, Writing, and Advocacy. Experiential learning classes provide extensive opportunities to practice negotiation, memo-drafting, client interaction, court presentation and other lawyerly skills, and these classes include instructor feedback with respect to the development of these skills. Faculty-led practica will count for such credits, as they are equivalent to clinics in nature. Experiential learning classes will be designated as such in the online course schedule.

For a list of classes that satisfy the experiential learning requirement, please review the Law School's course offerings website at my.uchicago.edu. Please also note that a course used to satisfy either writing requirement (WP or SRP) cannot be used also to satisfy the experiential learning requirements.

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.

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 classes. The deadline to drop biddable classes without a "W" is typically the Friday of the second week of classes. Please refer to the Academic Calendar for the exact deadlines each quarter. Once the deadline has passed, under no circumstances can a "W" be removed from a student's record.

CORE FACULTY REQUIREMENT

After completing the first year, all J.D. students must complete 40 credits in non-clinical Law classes or "core" classes.⁶ Core classes are designated each quarter in the online course schedule at <http://registrar.uchicago.edu/classes>.⁷ Credits earned

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

⁷ Faculty members defined as core for purposes of this requirement are permanent faculty at the University of Chicago Law School, Visiting Faculty, Emeriti, members of the Clinical faculty, Professors from Practice, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Lecturers in Law will be deemed core only in exceptional circumstances when so designated by the Deputy Dean because they are teaching a foundational course normally reserved for permanent faculty. Bigelow and other Fellows, as well as Lecturers in Law, are excluded in all other circumstances.

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. In some instances, 3L students receive priority in particular classes, and it will be noted as such in the relevant class descriptions. Please see each quarter's registration materials for additional information.

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 at <https://www.law.uchicago.edu/students/academiccalendar>). 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.

Responsibility for making sure classes are dropped by the appropriate deadline rests solely with the students. 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.

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 and do not count toward the 40 core credit requirement.

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 approval 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.

First year J.D. students are not permitted to audit classes during their 1L year. Students are not permitted to audit more than one Law class per quarter. Students may not audit a class that has a time conflict with a class in which they are also enrolled. Courses taught in the first year curriculum may not be audited.

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

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

CLASSES OUTSIDE THE LAW SCHOOL

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

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

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

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

LL.M. and M.L.S. 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. or M.L.S. degree. LL.M.

and M.L.S. 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 Director of Graduate Programs.

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

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

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions detailed on the Law School website at www.law.uchicago.edu/students/petitions/nonlawcourse/booth. Please also review the Booth website at 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 (typically during the first week of Booth classes), students will receive an email confirmation of their registration status. If students decide not to take the Booth class for which they registered, students must immediately notify Booth and the Law School Registrar (in no case later than the end of the third week of classes). Booth registration, course attendance, and grading are governed by all applicable Booth rules.

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

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

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

For additional information on taking classes across the Midway, please visit www.law.uchicago.edu/students/acrossthemidway.

ADDING/DROPPING COURSES

For classes not governed by the rules applicable to 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. The deadline is strictly enforced. 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. As a rule, a "W" will not be removed from a student's record once the deadline has passed. Failure to complete a class without dropping, will result in a failing grade. 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 begun 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.

Students who fail a required class must repeat the class. Ordinarily, a student may only repeat a required class for which they received a failing grade one time. Both classes will remain on the student's transcript and both classes' grades will calculate in the student's GPA. However, the only credits that will count towards the total of number of credits required to earn the degree are those credits attached to the passing grade for that class.

ACADEMIC STANDING

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.

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 Probation

A student who receives below at 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. A student on Academic Probation 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 JD student will not be permitted to graduate who has less than a 172.5 cumulative GPA over their entire period of residence.

Appeals for Academic Dismissal

A student who has been dismissed for any of the academic reasons listed above may appeal their dismissal when they believe that extenuating circumstances warrant a review of the dismissal. An appeal for academic dismissal must be submitted within 30 days from the date the student is notified of their dismissal. The appeal should consist of a written statement submitted to the Deputy Dean of the Law School. The Deputy Dean will direct the appeal to the Law School's Faculty Committee on Rules and Petitions for review. This committee consists of three faculty members who are appointed to serve annually by the Dean of the Law School.

The written appeal should explain the reasons why the student's academic dismissal should be reviewed. The request may include documentation regarding the student's unique situation or extraordinary circumstances that impacted their academic performance. The appeal should also explain how the student has

resolved the issue(s) that impacted their academic performance and how they plan to return to good academic standing should their dismissal be reversed.

The decision of the Faculty Rules and Petitions Committee will be final. If the dismissal is affirmed by the committee, the decision is not subject to further review and the student will not be permitted to continue in the Law School.

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.

Ranking

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.

Order of the Coif

Membership in the national Order of the Coif organization is awarded pursuant to terms set by the national organization. JD degree 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. Transfer students are eligible for Order of the Coif as long as when determining compliance with the 75 percent graded course requirement for Coif membership, the student's transferred credits are considered as having been earned in a "graded course" if, at the time the course was taken, a grade was received.

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. A student must be in residence the entire year at the Law School in order to be eligible for the Kirkland & Ellis Scholar designation.



COURSES

Course listings are as of September 1, 2022 and are not updated thereafter 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 an examination given at the end of the 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 an examination given at the end of the quarter.

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.
Autumn- Wood, Diane

Contracts

LAWS 30511- 01 (4)

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

Winter- Fahey, Bridget

Contracts

LAWS 30511- 02 (4)

This course is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, mergers and acquisitions, consumer contracts, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are enforceable, when a contract has been breached and the various remedies for breach. The course is also designed to introduce the student to the common law methodology and to compare the it with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code.

Student grades will be based on class participation and a final examination.

Winter- Ben-Shahar, Omri

Contracts

LAWS 30511- 03 (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

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- Rappaport, John

Criminal Law

LAWS 30311- 02 (4)

This is an introductory course surveying the substantive principles of criminal law, including the elements of crimes (for example, mental states, causation, and act elements), affirmative defenses, and principles of attempt, conspiracy, and accomplice liability. We will consider these topics in the context of the U.S. criminal justice system, with an eye toward the social consequences and social meanings of the choices made in defining the criminal law.

This class has a final exam.

Winter- Starr, Sonja

Criminal Law

LAWS 30311- 03 (4)

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

Winter- McAdams, Richard

Elements of the Law

LAWS 30101- 01 (3)

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and related questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the degree to which materials that are not distinctively legal should be considered in deciding what the law is; the role that notions such as consent, coercion, and voluntary choice should play in legal decisions and policy

decisions that affect the law; the question whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and some issues about moral judgments. This class has a final exam.

Autumn- Strauss, David

Elements of the Law

LAWS 30101- 02 (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 political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; various instrumental approaches to understanding the law, and critical perspectives. The student's grade is based on a final examination. Participation may be considered in final grading.

Autumn- Strahilevitz, Lior

Elements of the Law

LAWS 30101- 03 (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 examination.

Autumn- McAdams, Richard

Legal Research and Writing

LAWS 30711- 01, 02, 03, 04, 05, 06 (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- Shaffer, Hannah; Green, Jonathan; Parker, Meighan; Rothschild, Schneur (Zalman); Mayer, Elisabeth; Morse, Michael

Legal Research, Writing, and Advocacy

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

This experiential class provides first-year students with lawyering skills including brief writing and oral advocacy. As part of this skills-oriented lawyering course, students will research and draft an appellate brief based on a factual scenario that mirrors real life cases encountered in day-to-day 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 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- Shaffer, Hannah; Green, Jonathan; Parker, Meighan; Rothschild, Schneur (Zalman); Mayer, Elisabeth; Morse, Michael

Legislation and Statutory Interpretation

LAWS 44201- 01 (3)

Much legal work today involves the close reading and interpretation of statutes or similar texts. This class considers current theories and problems related to the production and interpretation of statutes. It aims to bolster students' ability to work with statutes in law school and beyond. At the end of the class, students should have a thorough grasp of the production of statutes by the legislative branch and their use by the courts. The student's grade is based on a final examination.

Spring- Nou, Jennifer

Legislation and Statutory Interpretation

LAWS 44201- 02 (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- 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. Participation may be considered in final grading.

Spring- Macey, Joshua

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- Kim, Hajin

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

Winter- Huq, Aziz

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, takings, and conveyancing. The student's grade is based on a final exam. Participation may be considered in the final grading.

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 put 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.

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. This class has a final exam.

Autumn- Chilton, Adam

Torts

LAWS 30611- 03 (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 This class has a final exam.

Autumn- Chilton, Adam

Transactional Lawyering

LAWS 30713- 01 (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- Neal, Joan

Transactional Lawyering

LAWS 30713- 02 (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- Baird, Douglas

Transactional Lawyering

LAWS 30713- 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

SECOND- AND THIRD-YEAR OFFERINGS

Abrams Environmental Law Clinic

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

Students in the Abrams Environmental Law Clinic 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 an 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. Open to 3L students only who have taken one of the following classes:

- 1) Professor Templeton's Toxics, Toxic Torts and Environmental Injustice class
- 2) Professor Kim's Environmental Law: Air, Water, and Animals class
- 3) OR Professor Macey's Energy Law class

Autumn, Winter, Spring- Templeton, Mark

Access to Justice

LAWS 53422- 01 (3)

Access to justice is a persistent and pressing problem in the American legal system. Significant structural barriers prevent people from exercising their rights and from getting fair outcomes from the civil legal system. Moreover, their lack of access to fair and equitable dispute resolution re-enforces existing systems of inequality. Drawing mostly on an emerging empirical literature on access to justice, this seminar will focus on the obstacles to providing quality civil legal aid and on solutions, including making courts less complex, increasing the supply of lawyers,

and offering dispute resolution outside of the legal system. This class requires a major paper (6000-7500 words).

Autumn- Marshall, Anna-Maria

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. This class has a final exam and a series of reaction papers. Participation may be considered in final grading.

Spring- Berger, Philip

Administrative Law

LAWS 46101- 01 (3)

This course is an introduction to administrative law. Administrative law concerns government agencies and their relations with the President, Congress, courts and the public, and the particular emphasis of this course will concern the relationship between law and politics. This class has a final exam.

Autumn- Ginsburg, Thomas

Administrative Law

LAWS 46101- 01 (3)

This course will study the law governing the administrative state - the executive departments of the federal government. Among other things, we will consider the

constitutional foundations of the administrative state; the statutes, especially the Administrative Procedure Act, that govern administrative agencies; presidential control of administrative agencies; the role of agencies in interpreting statutes and regulations; and judicial review of agency action. A central theme is the tension between values associated with the rule of law (such as procedural regularity, transparency, democratic accountability, and reasoned decisionmaking) and the demands of effective executive action. Students' grades are based on a final take-home examination.

Winter- Strauss, David

Admiralty Law

LAWS 43224- 01 (3)

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

Autumn- Schmidt, Randall

Advanced Advocacy: Building and Using Your Advocate's Toolbox

LAWS 53499- 01 (3)

The seminar will illustrate the many ways in which an argument is much more than just "the automatic gainsaying of anything the other person says." We will explore not only the many forms of argument (persuasion, evidence-based, push/shove, Talmudic, misdirection), but also the many considerations necessary to win (forum, timing, deposition vs. trial, insurance coverage, leverage). We will use arguably (and inarguably) the best sources to build an advocate's toolbox: classical (Bible, Talmud); historical (Gettysburg Address, Letter from a Birmingham Jail, The Murder of William of Norwich); and popular culture (My Cousin Vinny, Monty Python's Argument Clinic). Students will use their toolbox in argument simulations, including Trolley Problem permutations, Headline Rewrite, and Would I Lie to You? There are three double-spaced four page papers that should be 1200 words each. There is one six page, single-spaced letter that should be 3500-3600 words. Participation will be considered in final grading.

Spring- Cheifetz, Robert

Advanced Antitrust: Mergers and Acquisitions

LAWS 48212- 01 (3)

When firms merge, they are subject to liability under section 7 of the Clayton Act, which prohibits mergers that "substantially lessen competition." The statute has spawned numerous famous and influential cases in the Supreme Court and lower courts. In the past several decades, the Merger Guidelines of the Justice Department and FTC have had outsized influence. But in recent years, the law has been subject to significant criticism and debate. This course explores the treatment of mergers and acquisitions under the antitrust laws, with emphasis on history, theory, the current debate, and the merger disputes of the modern digital economy.

Prerequisite is Antitrust. Students who have not taken Antitrust who seek to enroll, must gain consent from the instructor first.

This course will have a final exam. Participation may be considered in the final grading.

Winter- Posner, Eric

Advanced Criminal Law: Evolving Doctrines in White Collar Litigation

LAWS 53445- 01 (3)

This seminar examines timely issues in the investigation, prosecution, and defense of federal white collar crimes. The seminar will challenge students to reason through statutory, doctrinal, and policy issues in practical scenarios from both prosecutorial and defense perspectives. This seminar will cover recurring crimes in white collar litigation in areas such as fraud, public corruption, racketeering, and obstruction of justice and false statements. These substantive criminal areas will be addressed in the context of frequently encountered scenarios in white collar practice, such as interpreting criminal statutes, entity liability, parallel civil and criminal investigations, grand jury practice and defense investigations, attorney client privilege and joint defense agreements, and plea bargaining and sentencing issues. Advanced readings will be assigned on the issues covered. Grading will be based on two short papers (3-5 pages each) written from various perspectives (for example, in the form of a letter from defense counsel to the U.S. Attorney advocating to close an ongoing investigation) and a final paper (6000-7500 words), in the form of a judicial opinion or a memo to a client. Class participation may be considered in final grading. Prerequisite: Criminal Law.

Autumn- Kirsch, Thomas

Advanced Evidence: Key Legal Principles and Their Practical Application

LAWS 53339- 01 (2)

This class will focus on advanced evidence principles and problems through experiential learning (learning by doing), using real-world issues that arose during a four-week trial of a case the instructor recently tried, *Ramirez, et al. v. U.S. Immigration Customs Enforcement*, as well as a case file and selected problems from the National Institute of Trial Advocacy. Completion of the Law School's course on Evidence is a prerequisite for this course.

Classes will typically consist of: (1) a lecture concerning the topic(s) for that day, which will focus not only on the relevant law, but also practical considerations and practice tips and real-world anecdotes and illustrations; (2) role-playing problems in which students will argue in support of and against evidentiary objections and motions in limine, and conduct brief directs and cross-examinations laying the foundation for and opposing the admissibility of various types of evidence; and (3) feedback concerning the role-playing performances and discussion of the issues they raise.

Topics that will be covered include: the authentication and admissibility of exhibits, including laying the foundation for the admission of business records, summaries, demonstratives, and other types of exhibits; objections, motions in limine and offers of proof; identifying and overcoming hearsay objections; experts and opinion testimony, including admissibility, expert disclosures and reports, and the structure and strategy of expert directs; and impeachment and rehabilitation. Typical assignments will include reading one or two key cases or excerpts from leading texts and preparing for the role-playing problems on the subject(s) for that class. Grades will be based on class participation and role-playing performances (70%) and three short (5-page) written assignments (10% per assignment, 30% in total).

Spring- Patton, Stephen

Advanced First Amendment Law

LAWS 53469- 01 (3)

This seminar will explore some of the most interesting and contentious questions in contemporary First Amendment litigation. Topics covered will include: defining and regulating commercial speech; the First Amendment law of disclosure; the regulation of social media platforms; defining content discrimination; and anti-discrimination law and the First Amendment. Students must have taken Constitutional Law II to participate in the seminar. Grading will depend on class participation and final research paper (6000-7500 words).

Spring- Lakier, Genevieve

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 a final exam. A basic corporations law course is preferred, but not a prerequisite.

Spring- Will, Lori; Chandler, William

Advanced Issues in Investment Manager Regulation and Hedge Fund Formation

LAWS 53475- 01 (2 TO 3)

This seminar will explore cutting edge issues and complexities within the constantly changing landscape of Investment Manager regulation by the SEC, as well as the formation of hedge fund investment vehicles and investor relations. The class will be co-taught by an investment professional and a lawyer, looking at the relationship between the two specialties. The students will explore the business and legal decisions that go into building and operating an investment advisory firm and forming all of the related pooled investment funds. The seminar will have an entrepreneurial focus on the legal and business challenges involved in building this type of business from the ground up in a highly regulated industry. William Heard is the Founder, CEO and CIO of Heard Capital LLC. Erin Casey is the General Counsel, CCO and CAO of Heard Capital LLC. There are no pre-requisites for this course. Grades will be based on a series of reaction papers. Students will also have the option of submitting a major paper (6000-7500 words) for 3 credits.

Spring- Casey, Erin; Heard, William

Advanced Jurisprudence

LAWS 53480- 01 (2)

This is a seminar in general jurisprudence. Our primary question will be: (Q1) What is the nature of law? (What kinds of facts are legal facts?) And we will try to make progress on answering this question by juxtaposing it with the following two

additional questions: (Q2) How do judges and others find out what the law is? (How do people gain epistemic access to laws?) (Q3) What would human beings have to be like for them to be capable of being regulated in their thoughts and behavior by laws? We will spend considerable amount of time motivating particular versions or understandings of these questions, and seeking out mutually reinforcing and disciplining answers to the three questions. We will begin with what can still be deemed the benchmark ways of understanding and answering (Q1), namely H.L.A. Hart's. At the center of Hart's explanation of the nature of law is the notion of acceptance of norms. Hart argued that the existence of a legal system in a community consists roughly of its members' acceptance of two kinds of norms. We will assess Hart's picture by putting pressures on his notion of acceptance of norms from two primary directions. First, some pressures will come from various theories of legal interpretation that are attempts to answer (Q2). Second, there will be some pressures coming from attempts to replace the notion of acceptance with thicker or more complicated psychological notions - in effect, attempts to deploy more complex answers to (Q3) than the one on which Hart relied. Prerequisite: Jurisprudence I or permission of the instructor (based on prior work in philosophy and/or jurisprudence). Requirements: Each student may miss only one class session and still receive credit for the seminar. Enrolled students must write a paper (3000-3500 words) on a topic agreed-upon with the instructor. Prerequisite: Jurisprudence I or approval of the instructor (which will be based on students' prior exposure to jurisprudence and/or philosophy).
Spring- Toh, Kevin

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. For two credits

the research paper should be a minimum of 12 pages. For three credits the research paper should be 6000-7500 words.

Autumn- Lewis, Sheri

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 6000-7500 word paper will be required for the 3-credit option for this course. For the 2-credit option for this seminar, students will write a 3000-4500 word 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. Participation may be considered in final grading.

Winter- Vanderlin, Scott

Advanced Legal Writing

LAWS 43251- 01 (2)

This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions, and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients, and sharpen their thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is

essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers. The course concludes with an eight-hour take-home examination, which determines the student's grade. Students must complete all assignments before the exam period begins. This course satisfies the Writing Project writing requirement. Legal Research and Writing is a pre-requisite.

LLM students who have taken Writing and Research in the US Legal System in the fall may not take this course.

Spring- Duquette, Elizabeth

Advanced Topics in Moral, Political, and Legal Philosophy

LAWS 53256- 01 (3)

The first half of the seminar will introduce major themes of Marx's philosophy-historical materialism, aspects of his economics relevant to his critique of capitalism, Marx's early theory of human nature and flourishing, and the theory of ideology (especially as applied to morality and law)-while the second half will consider the reception and development of Marx's ideas in 20th-century Continental European thought, with a particular focus on the theory of ideology (e.g., Lukacs, Gramsci, Sartre, Althusser) and the application of that theory to art and aesthetics (e.g., Adorno, Benjamin, Lifshits). (IV)Open to philosophy PhD students without permission and to others with permission; those seeking permission should e-mail Leiter with a resume and a detailed description of their background in philosophy (not necessarily in the study of Marx or Marxist philosophy). In the event of demand, preference will be given to J.D. students with the requisite philosophy background. (I) and (III) M. Forster; B. Leiter
This class requires a major paper of (6000-7500 words).

For SRP credit students will have to do additional work in consultation with the instructors.

Winter- Leiter, Brian; Forster, Michael

Advanced Topics in Privacy and Data Security

LAWS 53472- 01 (3)

This interdisciplinary seminar will bring together instructors and graduate students from Computer Science / Data Sciences and the Law School. The seminar's focus will be on topics where law and policy intersect with computer science. Such topics may include cryptography and encryption; electronic surveillance and criminal procedure; the Computer Fraud & Abuse Act; the law governing data breaches; redistricting and the US Census; deep fakes; GDPR, Europe's Digital Services Act and the CCPA; and international data transfers. Students will be evaluated on the basis of short bi-weekly reaction papers, class participation based on weekly

assigned reading, and team projects that pair law students with computer and data scientists.

Spring- Strahilevitz, Lior; Cohen, Aloni

Advanced Trademarks and Unfair Competition

LAWS 53214- 01 (2 TO 3)

This seminar addresses current issues in trademark law and their evolution since the latter half of the 19th century, such as trademark law's constitutional foundations; competing justifications of trademark rights (incentivizing manufacturers while lowering consumer search costs, fostering commercial morality, protecting property rights, vindicating speech interests, and so on); the reciprocal development of trademark doctrine and commercial practice; the interplay of trademark and First Amendment law; statutory and judicial limitations on trademark rights and those limitations' normative underpinnings; counterfeiting, contributory infringement, and the online marketplace; and the peculiar role (especially in light of other nations' practices) of federal registrations in the acquisition and maintenance of U.S. trademark rights. Enrollment is limited to to 20 students. Previous or concurrent coursework or professional experience in intellectual property is recommended but not required. A student's grade is based on class participation and either a series of short thought papers for two credits, or a series of longer research papers totaling at least 6000-7500 words, or a major research paper (6000-7500 words), both for three credits.

Winter- Doellinger, Chad

American Indian Law

LAWS 43278- 01 (3)

This course will consider the law governing the relation between non-tribal law and tribal law. This is the law of treaties, federal jurisdiction, and sovereignty. The Supreme Court has several cases on tribal issues each year, and with the rise of gaming and natural resources as major sources of wealth, the stakes in these cases for tribe members and non-members is increasing. Last year, the Supreme Court decided a case that suggests half of Oklahoma, including Tulsa, is actually "Indian Country," and subject, in part, to tribal law. The materials for the course will be mostly Supreme Court cases, as well as some historical materials necessary to understand the context of the judicial consideration of tribal jurisdiction. The flavor for this part of the course will be international law, although with a decidedly American approach.

This course will have a final exam. Participation may be considered in the final grading.

Spring- Henderson, M. Todd

American Legal History, 1607-1870

LAWS 43267- 01 (3)

This course examines major themes and interpretations in the history of American law and legal institutions from the earliest European settlements through the Civil War. Topics include continuity and change between English and American law in the colonial period; the American Revolution and its consequences for state and national law; the drafting, ratification, and interpretation of the U.S. Constitution; debates over federalism, commerce, citizenship, and slavery; and the constitutional and legal consequences of the Civil War. Students who have taken American Legal History, 1800-1870: Revolution to Reconstruction should not enroll in this course. The student's grade will be based on a take-home final examination. Participation may be considered in the final grading.

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 (6000-7500 words) and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP).

Winter- Fennell, Christopher

Antitrust Law

LAWS 42801- 01 (3)

This course covers antitrust law, which is the law that regulates competition in the marketplace. Topics include collusion, monopoly, and mergers, with special attention to platforms, labor market power, and recent controversies over the purpose of antitrust law. This class has a final exam. Participation may be considered in final grading.

Spring- 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 in-class examination. The syllabus for the current version or most recent version of the course can be found at

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

Winter- Picker, Randal

Art Law

LAWS 53263- 01 (3)

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

Autumn- Hirschel, Anthony; Landes, William

Bankruptcy and Reorganization: The Federal Bankruptcy Code

LAWS 43234- 01 (3)

This course studies the Federal Bankruptcy Code and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the relationship between bankruptcy law and state law, the treatment of executory

contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization. There are no prerequisites for this course. This class has a final exam.

Spring- Epstein, Richard

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. This class has a final exam.

Winter- Casey, Anthony

Behavioral Law and Economics

LAWS 51702- 01 (3)

This seminar will explore a set of frontier issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism. Grades will be based on class participation and a series of short papers totaling 6000-7500 words.

Autumn- Masur, Jonathan

Behavioral Law and Economics

LAWS 51702- 01 (3)

This seminar will explore a set of frontier issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism. Grades will be based on class participation and a series of research papers totaling 6000-7500 words.

Winter- Masur, Jonathan

Big Problems

LAWS 53377- 01 (3)

The Big Problems course will use multidisciplinary approaches to try to understand and tackle the most important problems facing our country or the world. The first 8

weeks will be taught by the instructors and outside experts, focusing on problems such as the Zika virus, Syrian migration to Europe, cybersecurity, nuclear waste storage, opioid addiction, sex trafficking, and policing and race relations. Students will work in teams of 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 (6000-7500 words).

Participation may be considered in final grading.

Autumn- Weisbach, David; Malani, Anup

Blockchain, Crypto, and the Law

LAWS 53479- 01 (2 TO 3)

Cryptocurrencies and the blockchain have been a hot topic for several years, garnering unprecedented financial, technological, and regulatory attention. Fitting new technologies into existing legal frameworks requires a combination of creativity and brute force. This course runs through the major legal issues that have arisen in the blockchain / crypto space. Some have been answered, at least tentatively. And others are the subject of roiling debate. Grades will be based on a paper as well as a group project concerning the topics taught in the class. If you took Blockchain, Cryptocurrencies, and Web3 you will not be able to take this seminar.

Winter- Ford, Matthew

Blockchain, Cryptocurrencies, and Web3

LAWS 97124- 01 (3)

This course provides a non-technical introduction to blockchain technology, an introduction to several important use cases (including cryptocurrencies, smart contracts and financing investment), and discusses both economic and legal issues that arise from these use cases. We will cover, among other things, smart contracts, the economics of mining, token economics (including pricing), defi, NFTs, securities and tax law issues. This class requires a series of reaction papers.

Participation may be considered in final grading.

Autumn- Malani, Anup; Zhang, Anthony

Brief Writing and Appellate Advocacy

LAWS 53459- 01 (3)

This course will focus on persuasive brief writing techniques with the focus on writing a federal circuit court brief based on a hypothetical problem. Students will

also learn oral argument techniques and will present an appellate argument based on the class problem to a guest panel.

Evaluation will be based on the preparation of an appellate brief and the presentation of an appellate oral argument.

Autumn- Legner, Brett

Business Organizations

LAWS 42301- 01 (3)

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

Autumn- Casey, Anthony

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 exam. Participation may be considered in final grading.

Winter- Henderson, M. Todd

Business Organizations

LAWS 42301- 01 (3)

This course examines law that allows for the creation and governance of business entities, including partnerships, corporations, and limited liability companies, with special emphasis on corporations and corporate governance. 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.

Spring- Levmore, Saul

Business Planning

LAWS 53194- 01 (2 TO 3)

This seminar develops and applies the student's knowledge of taxation and corporate and securities law in the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the transition to public ownership of the corporation; executive compensation arrangements; the purchase and sale of a business; and mergers, tender offers, and other types of combination transactions. Small-group discussions and lectures are employed. The student's grade is based on a final examination; students may earn an additional credit by writing a paper on a topic approved by the instructors. The student must have taken (or be taking concurrently) Business Organizations and Corporate Tax I or receive instructor approval.

Winter- Crow, Keith; Sexton, Anthony

Canonical Ideas in American Legal Thought

LAWS 57013- 01 (3, 2, 2)

This is a special year-long seminar devoted to the production of ideas in the law. It should be of interest to future scholars as well as those interested in intellectually ambitious lawyering or public service.

During the Autumn quarter, students will read, discuss, and critique some of the most influential legal scholarship from the past, as well as some prominent contemporary scholarship. The readings will consist of a mix of public law and private law, and various scholarly methodologies. Students will discuss these readings, and also work together and with the faculty to identify a topic for a substantial research paper (6000-7500 words). 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 class participation and paper prospectus. 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.

Autumn quarter 3 credits Winter quarter 2 credits Spring quarter 2 credits
Autumn , Winter, Spring- Chilton, Adam; Baude,William

Capital Markets Transactions

LAWS 53350- 01 (2)

This seminar will be taught by Visiting Professor Taisu Zhang.

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.

Prerequisites: Securities Regulation (may be taken concurrently); Corporations / Business Organizations.

This class has a final exam and required papers.

Participation may considered in the final grading.

Winter- Junewicz, James

Chinese Law, Politics, and Society

LAWS 53470- 01 (1)

This course will survey law and legal practice in the People's Republic of China.

Particular attention is given to the interaction of legal institutions with politics, social change, and economic development. Specific topics include, among others, a short survey of Chinese legal history up to 1978, the Party State and its relationship to law, the legal foundations of state capitalism, the (increasingly legalistic) nature of political legitimacy in China, and the expansion of the Chinese administrative state post-COVID. Prior familiarity with Chinese history or politics is unnecessary but helpful. All course materials will be in English. This is a short class that will meet Jan 2/3/4/9/10. This class will require a series of short reaction papers totaling around 3,000 words.

Winter- Zhang, Taisu

Church and State

LAWS 53453- 01 (2)

What is the optimal model for church-state relations? Throughout history, nations wrestled with this question and experimented with setting the bounds in different places. In this seminar, we will read classic texts (e.g. J.S. Mill, Kymlicka, Okin) that offer different theoretical approaches to constructing the church-state relationship,

and will explore the shifting American model in comparison to alternative models developed in other countries. Students will write a series of reaction papers.
Autumn- Barak Corren, Netta

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 and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on a final exam.

Winter- Casey, Anthony

Civil Rights Clinic: Police Accountability

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

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

prior to their third year, Evidence, Criminal Procedure I, and the Intensive Trial Practice Workshop. Constitutional Law III is also recommended.

Autumn, Winter, Spring- Futterman, Craig

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.

Students taking the class for 2 credits will complete 2-3 reaction papers. Students taking class for 3 credits will complete a substantial writing project (6000-7500 words). Students completing the three credit option can receive writing project credit. Participation may be considered in final grading.

Autumn- Brody, Michael

Climate Change and the Law

LAWS 53432- 01 (3)

Climate Change and the Law will address doctrinal issues related to climate change. Students will study international climate agreements, the law of climate attribution, and other issues about how the law can be used to address the climate crisis. Readings will be posted on Canvas. Students will be evaluated on the basis of a paper and a presentation. Enrollment limited to 14. Participation may be considered in final grading. Interested students should submit a brief statement of interest to the professors no later than 5pm on Monday, February 21 (hajin@uchicago.edu and jmacey@uchicago.edu).

Spring- Kim, Hajin; Macey, Joshua

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 (6000-7500 words) 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. Participation may be considered in final grading.

Spring- Ginsburg, Thomas

Comparative Race, Ethnicity and Constitutional Design

LAWS 53456- 01 (3)

Issues of multiracial democracy have come to the fore in recent years in the United States and many other countries. This seminar starts with the premise that our particular way of doing things is not the only one. It will review the comparative literature on racial and ethnic formation, stratification and conflict. It will focus on the role of constitutional design in exacerbating or ameliorating conflict. Readings will examine the politics of race and ethnicity in most other major regions of the world, along with theoretical accounts on what constitutional design can and cannot do. Students will pick a country to focus on as we work through the material. This class requires a major paper (6000-7500 words). Participation may be considered in the final grading.

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.

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

Winter- Budish, Eric

Compliance and Regulatory Strategy in the Digital Age

LAWS 53317- 01 (2)

The rise of technologies such as artificial intelligence, blockchain and cryptocurrencies create new and emerging regulatory and compliance challenges. As these new standards emerge, startups, established companies, and individuals will often face difficulties navigating an uncertain regulatory environment, while facing strict expectations that firms have state of the art governance, risk, and compliance programs.

The course will place students in the role of a startup, corporate executive, board member or counsel, where students will learn the fundamental principles and tools to prepare them to both design effective compliance programs, address challenges presented by emerging technologies, and engage successfully with regulators.

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 become familiar with the key fundamental elements underlying the regulatory landscape, as well as the foundational principles that govern prudent compliance and governance programs and will learn to apply them broadly to existing and new use cases.

The grade will be based on a series of short reaction papers, attendance and class participation. While courses which contain elements of securities or financial services regulation would be helpful, they are not required. However, the course should be limited to students who have completed their first year, whether in the Law School, the Booth School of Business or other graduate level programs at the university.

Spring- Senatore, Charles

Conflict of Laws

LAWS 41501- 01 (3)

States frequently have different laws, and so it is frequently important which state's law applies to a given case or transaction. This course will confront the legal doctrines that address these conflicts. We will cover the competing theories of choice of law, constitutional limits on state authority, and full faith and credit. This class has a final exam. Participation may be considered in final grading.

Autumn- Baude, William

Constitutional Crisis, Liberal Amendment, and the Practice of Law

LAWS 53457- 01 (3)

The constitutional clash and crisis unfolding before our eyes, sometimes labeled "acute polarization," rests at bottom on a seemingly never-ending struggle between, on one hand, overly literal-minded constitutional originalism and, on the other, overly politicized constitutional pragmatism.

The thesis on offer in this course - for discussion, refinement, and criticism - maintains that these competing perspectives will be reconciled, sooner or later, in a series of constitutional amendments reflecting a liberal, logical, apolitical constitutionalism that modulates and enables political discussion and decision-making without channeling it toward preferred outcomes. Our thesis holds that we already know the outlines of the end to the epochal story of our times. What remains to be written are middle chapters that will carry us from clash and crisis toward reform and resolution.

This course offers a chance for students to think about and try their hand at composing those middle chapters. The goal is to help students understand law from a perspective that avoids narrower mindsets that drive wedges between lawyer and lawyer and citizen and citizen, while failing to persuade the vast majority of federal judges. By teaching students to draw the surprisingly firm connections between liberal constitutionalism and winning advocacy, the course seeks a well-balanced grounding in both high-level theory and day-to-day practice. The regular course instructors, Lecturers in Law Robert Gasaway and Anagha Sundararajan, will be joined at times by a guest lecturer, Ashley C. Parrish, who is the co-head of King & Spalding's national appellate practice. In addition, one of the theory classes will be joined (via Zoom) by Nobel Laureate Vernon L. Smith. In addition to one long paper (6000-7500 words), short reaction papers (totaling less than 3000 words) will also factor into students' grades. Participation may be considered in final grading.

Autumn- Gasaway, Robert; Sundararajan, Anagha

Constitutional Decisionmaking

LAWS 50202- 01 (3)

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

provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, students must sign up as five-person courts. This seminar will not have regularly-scheduled classes (except for introductory and concluding meetings), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot. To be eligible for participation in the seminar, students should send me an e-mail (gstone@uchicago.edu) by Friday, November 4, including the names and e-mail addresses of all five "Justices." This seminar will not have regularly-scheduled classes (except for an introductory meeting), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot and I will email you by Monday, November 6, to let you know whether your court has been selected. Students in each court will write mock Supreme Court opinions in a series of eight hypothetical cases. On average, each student in this seminar writes opinions totaling approximately 50 single-spaced pages. This includes SRP papers.
Winter- Stone, Geoffrey

Constitutional Law I: Governmental Structure

LAWS 40101- 01 (3)

This course provides an introduction to the Constitution's structural provisions. We will study the powers of the executive, legislative, and judicial branches of the federal government as well as how the Constitution structures the spaces of overlap between them, including the administrative state. We will also study the Constitution's system of federalism, which distributes power vertically between the federal government and state and local governments.

The course will provide an introduction to constitutional argumentation, sources of constitutional analysis, and certain topics in constitutional theory.

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

Winter- Fahey, Bridget

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 discuss constitutional interpretation, both by judges and by others. The student's grade is based on class participation and a final take-home examination.

Spring- Baude, William

Constitutional Law II: Freedom of Speech

LAWS 40201- 01 (3)

This course explores the doctrine and history of the freedoms of speech and press under the First Amendment. It covers general principles for evaluating governmental restrictions and compulsions of individual and associational speech rights, and it also addresses certain context-specific doctrines, including restrictions of speech through tort law and regulations of campaign finance. This class has a final exam.

Autumn- Campbell, Wesley (Jud)

Constitutional Law II: Freedom of Speech

LAWS 40201- 01 (3)

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

Winter- 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 take-home examination. Participation may be considered in final grading.

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, and other characteristics, and the recognition of individual rights not explicitly enumerated in the Constitution. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student's grade is based on a final examination or major paper (6000-7500 words).

Winter- Stone, Geoffrey

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301- 01 (3)

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

This class will have a final exam. Participation may be considered in the final grading.

Spring- Huq, Aziz

Constitutional Law V: Freedom of Religion

LAWS 40501- 01 (3)

This course explores religious freedom in America, especially under the first amendment. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a substantial paper (6000-7500 words) or a series of short papers with class participation taken into account. Instructor consent required for paper to be considered for SRP certification. 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 constitutional law governing the rights of parents and children and 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 (6000-7500 words).
Spring- Buss, Emily

Constitutional Law for LL.M. Students

LAWS 70801- 01 (3)

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

This class will have a final exam. Participation may be considered in the final grading.
Spring- Rosenberg, Gerald

Constitutionalism After AI

LAWS 53425- 01 (3)

This seminar explores the effect that artificial intelligence (AI) has on constitutional rights and values. "AI" here means the range of actually existing computational instruments for making predictions and identifying correlations from large pools of data. "Constitutional values" is a term that captures not just the individual rights identified in the U.S. Constitution, but more generally the fundamental interests and structural norms picked out by the American constitution or other liberal democratic organic laws. AI is increasingly used in legal decision-making and their role is likely to increase in the next several decades, dramatically transforming our

legal system. These new tools pose a set of challenges to constitutional values: This seminar explores those challenges.

Spring- Huq, Aziz

Constitutions Lab: Myanmar

LAWS 53431- 01 (3)

The coup d'état initiated by the Myanmar military in 2021 has created a horrific humanitarian situation. It has also brought a host of legal challenges, including: the question of who properly represents the country at the United Nations and other international fora; the status of existing peace agreements with armed resistance organizations; and the future constitution of the country. This Lab will grapple with these issues. It will first cover a series of background readings on the country, followed by short assignments that will inform constitution-making efforts under way for Myanmar. Enrollment is limited and by instructor approval only.

Interested students should send a cv and statement of interest to Prof. Gelbort. Group projects and memos will be the basis of evaluation. Participation may be considered in final grading.

Winter- Gelbort, Jason

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 two longer capstone assignments.

Autumn- Neal, Joan

Contract Drafting and Review

LAWS 53271- 03 (3)

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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 on class participation, a series of substantial out-of-class weekly drafting exercises, and two capstone assignments.

Autumn- Drake, Michelle

Contract Drafting and Review

LAWS 53271- 01 (3)

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Winter- Neal, Joan

Contract Drafting and Review

LAWS 53271- 02 (3)

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Winter- Drake, Michelle

Contract Drafting and Review

LAWS 53271- 01 (3)

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Spring- Drake, Michelle

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 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), and how to choose the law and dispute resolution forum best suited to the transaction. 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.

Autumn- Bernstein, Lisa

Contracting and Business Strategy

LAWS 53421- 01 (3)

This seminar focuses on how to negotiate, structure, and govern contracts from both a legal and a business (strategy) standpoint. It focuses on how to choose a contracting partner, devise a negotiation strategy, and structure not only the core

legal terms you have studied before, but also the key work-a-day contract provisions that make business relationships successful. Discussion will focus on how to best facilitate commercial cooperation, encourage product and process innovation, and structure value creating deals. Emphasis is placed on the role that nonlegal mechanisms and business considerations 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 (always with the option to note their disagreement with their team in the team journal), 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 based on individual and 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. LLM Students who were enrolled in Contracts for LLMs with Prof. Bernstein need instructor consent to bid on this class.

Spring- Bernstein, Lisa

Copyright

LAWS 45801- 01 (3)

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

Autumn- Picker, Randal

Corporate Boards

LAWS 53452- 01 (3)

In this seminar we will simulate meetings of a board of directors of a hypothetical company. Each week, a team of three students will serve as members of management. Typically, they will act as Chairman of the Board/CEO and other members of management, including General Counsel and Chief Financial Officer, although those positions may vary, depending upon the details of the case. The balance of the class will act as board members and will receive position descriptions for their respective roles. Each week, the board will face a discrete issue of corporate governance as the company confronts a crisis. This course will

emphasize the drafting of presentations, agendas, resolutions, and other legal, business, and strategy documents for boards and board committees. The course also requires a research paper focused on a current topic in corporate governance. As stated above, student teams will take turns serving as the Chairman of the Board/CEO, General Counsel, and Chief Financial Officer (or a different member of the management team, as deemed appropriate), leading the board of directors through a discussion of the most critical issues in each case. The management presenters will have two weeks leading up to each class to conduct legal and other research, to communicate amongst themselves, with other classmates, and with external stakeholders and shareholders (played by Professor Kamerick). The Chairman/CEO will present the case and run the meeting with the assistance of the General Counsel and the CFO or other members of management. Professor Kamerick will lead follow up sessions to discuss and critique each management team's presentation and materials. The course will focus on the normal functioning of United States publicly listed companies, as well as on the duties of directors in times of crisis or significant change for the corporation. Grades will be based on class participation and a final paper (6000-7500 words) on a governance topic agreed to with Professor.

Prerequisite: Corporations/Business Organizations

Autumn- Kamerick, Eileen

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.

Method of evaluation: 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 (6000-7500 words) 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.

Winter- Dharmapala, Dhammika

Corporate Governance in Emerging Markets

LAWS 53240- 01 (3)

This seminar provides an overview of recent developments and scholarship relating to corporate governance, primarily from a "law and finance" perspective. It particularly emphasizes the context of developing and transitional economies and other jurisdictions without a long tradition of strong corporate and securities law and enforcement. Topics vary each year, but generally include an emphasis on the distinctive legal and governance issues raised by firms with controlling shareholders, the legal and institutional preconditions for stock market development, and the increasingly salient area of environmental, social and governance (ESG) issues, corporate social responsibility (CSR), and corporate purpose. While some background in areas such as corporate and securities law would be helpful, there is no formal prerequisite for the seminar. Some readings from the "law and finance" literature will be interdisciplinary in approach, and some undertake statistical analysis. However, no background in finance or statistics will be assumed. Rather, the emphasis will be on understanding the implications of the readings for law and policy. Final grade will be based on a major paper (6000-7500 words). Participation may be considered in final grading.

Spring- Dharmapala, Dhammika

Corporate Tax I

LAWS 43242- 01 (4)

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

Winter- Weisbach, David

Corporate 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 first explores legal issues relating to covert action, defined as action intended to influence political, economic, or military conditions in another nation or territory without revealing the involvement of the sponsor government. Case studies focus on the events collectively known as the "Iran-Contra" affair, applications in the "War on Terror," cyberwarfare, and other recent and historical events. Other themes include balancing security and liberty, promoting transparency and accountability with efficacy, statutory interpretation and executive power, and the implications of technological change on all of the above. The seminar next focuses on the legal framework for counterintelligence-neutralizing and/or exploiting 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 considers both legal and policy issues raised in efforts to prevent adversarial espionage action targeting US military, diplomatic, and economic interests at home and abroad. Throughout the course, students will be asked (in groups and individually) to step into the shoes of various government legal advisers and policymakers and to consider-and advocate for or against as they switch roles and institutions-courses of action based upon the readings and hypothetical scenarios. Students will learn the key separation of powers principles and issues relating to covert action and counterintelligence, the basic statutory and constitutional framework governing the these areas, and how to think about these issues from the institutional perspective of executive branch officials and members of Congress. Grades are based upon a final paper (6000-7500 words), occasional short response papers, and reasonable class participation. Constitutional Law I is strongly recommended prior to taking the seminar, but not required.

Autumn- 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 in-class examination.

Winter- Fairley, Sharon

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- Davidson, Adam

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, with a focus on Fifth and Sixth Amendment rights. We study bail and pretrial detention, the preliminary hearing, the grand jury, litigating racial bias, venue, joinder/severance, discovery, trial, confrontation rights, plea bargaining, jury selection, and sentencing. We also examine prosecutorial discretion, legal and ethical issues surrounding the representation of criminal defendants, and the pervasive roles of race and poverty in the criminal legal system. Guest speakers typically include U.S. District Court judges, a federal magistrate judge, and a current/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 course will have a final exam. Participation may be considered in the final grading.

Spring- Siegler, Alison

Criminal and Juvenile Justice Project Clinic

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

The Project provides law and social work students the supervised opportunity to represent children and young adults accused of crime in juvenile and criminal court. Representation includes addressing the social, psychological and educational needs of our clients and their families. In addition to direct representation, students are involved in policy reform and public education including work with coalitions on issues of juvenile life without parole, youth violence, mass incarceration, and the collateral consequences of conviction. Students will participate in case selection and litigation strategies. Students will be expected to do legal research and writing including drafting motions and memoranda on various legal issues, i.e. evidentiary questions, sentencing, etc. and brief writing. Additionally, students will do pre-trial investigation and fact development including interviewing clients and witnesses.

3L students who have taken a trial practice course will have the opportunity to argue motions and second chair hearings and trials. Policy work will include general research on issues, drafting statement and position papers and attendance at meetings. Corequisite: Evidence must be taken at some point that the student is in the clinic. Intensive Trial Practice (for rising 3Ls) is a recommended corequisite but not required.

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 completion of a series of short papers.

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

Cross-Border Transactions: Lending

LAWS 53227- 01 (3)

The worlds of corporate finance and secured transactions reform interact to make cross-border lending a dynamic, cutting-edge field of law. Due to the rapid globalization of U.S. business, U.S. banks and other lenders are increasingly asked

to finance the international business activities of U.S. middle-market companies, often in countries with laws that differ greatly from U.S. secured transactions laws. At the same time, the United Nations Commission on International Trade Law (UNCITRAL), the World Bank and other international organizations are actively encouraging developing countries, where access to capital often is limited, to modernize their secured transactions laws to make low-cost secured credit available to small and medium-sized enterprises, thereby creating jobs, raising standards of living and contributing to a country's overall economic growth and political stability. This seminar explores both worlds. Students will examine the broad array of legal and practical issues encountered by U.S. lenders as they make loans to foreign companies, obtain security interests in foreign collateral and finance foreign corporate acquisitions. They will also study recent initiatives in secured transactions reform, and consider how these initiatives exert a profound influence on cross-border corporate finance in developed as well as developing countries. The seminar is taught by Richard Kohn and William Starshak, both partners in the Chicago law firm Goldberg Kohn Ltd., who specialize in representing institutional lenders in structuring and documenting complex cross-border loans. Both also have been active in secured transactions reform with UNCITRAL and other international organizations. Because cross-border lending touches upon many areas of law, the seminar provides a useful introduction to international commercial transactions in general. This class has a final exam and a required series of research papers. Participation may be considered in final grading. Winter- Will, Lori; Kohn, Richard

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. This seminar deals with the most important recent developments in U.S. (and to some extent global) corporate and securities practice. 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 2022-23 will include controversies over regulation of 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, oat "milk" ...) Each student submits one paper or two shorter papers and gives an oral presentation and analysis of another student's paper(s).

Winter- Shepro, Richard

Current Issues in Criminal and National Security Law

LAWS 53221- 01 (3)

This seminar covers a series of issues in national security and foreign relations law, with a focus on historical and constitutional foundations, the roles of courts, war power and uses of force (including targeted killings), covert action, military detention of alleged terrorists, military commissions, and select issues of international law. Each class will focus on a different topic, with advance reading assigned around each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper in the form of a U.S. Supreme Court opinion (6000-7500 words), including a majority and dissent) on a select issue in national security and foreign relations law. Guest speakers may be invited to help facilitate discussion on certain topics. Participation may be considered in final grading. Criminal law is prerequisite.

Winter- Scudder, Michael

Current Trends in Public Law Scholarship

LAWS 53419- 01 (2)

Recent events, including President Trump's controversial policies and actions, the COVID-19 pandemic, and nationwide protests over policy 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. Participation may be considered in final grading.

Spring- Posner, Eric; Masur, Jonathan

Cybercrime

LAWS 53354- 01 (3)

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

online, technological tools used to combat cybercrime, and international cybercrime.

Students are required to participate in class sessions, prepare short response papers, and write a paper on an approved topic. Grading in the course will be based on classroom participation (25%), discussion papers (35%), and the final paper (40%). Cumulatively, the papers should total 6000-7500 words.

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 touch on recent events such as the Archegos meltdown and "GameStop" controversy. 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 (6000-7500 words) on a topic of the student's choice as well as class participation.

Autumn- Madell, Jaime

Derivatives, Repo, and Prime Brokerage - Negotiation and Practical Analysis

LAWS 53437- 01 (3)

In this hands-on class, students will learn the fundamentals of the negotiation and legal structuring of derivatives and related instruments such as repo and prime brokerage. Students will engage in simulated negotiation, drafting and issue-spotting, with a focus on the challenges regularly confronted by practitioners in the

private equity and opportunistic credit spaces. Class will be a mix of lecture and simulated implementation of trading programs for hypothetical clients. Grades will be based on a mix of class participation and negotiation projects.

Spring- Madell, Jaime

Disability Rights Law

LAWS 53426- 01 (2 TO 3)

This course will focus on the Americans with Disabilities Act (ADA), including the interpretation of the definition of disability and the subsequent ADA Amendments Act; employment discrimination; the Supreme Court's Olmstead decision guaranteeing community integration; and the ADA's application to healthcare, education, websites and criminal justice. In addition to the ADA, the seminar will review disability laws related to special education and housing. This class requires a series of very short reaction papers and an 8-10 page term paper (for 2 credits). To earn 3 credits students must write a term paper of 12-15 pages in addition to the reaction papers. Participation may be considered in the final grading.

Winter- Taylor, Barry

Editing and Advocacy

LAWS 53497- 01 (2)

Good editors don't just see the sentence that was written. They see the sentence that might have been written. They know how to spot words that shouldn't be included and summon up ones that haven't yet appeared. Their value comes not just from preventing mistakes but from discovering new ways to improve a piece of writing's style, structure, and overall impact.

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

Autumn- Barry, Patrick

Editing and Advocacy

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Winter- Barry, Patrick

Editing and Advocacy

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

Spring- Barry, Patrick

Education Law & Policy

LAWS 52201- 01 (3)

Public schools have been a dramatic setting for Constitutional challenges for over 100 years, and K-12 education has been shaped by cases on the role of government in education, by policies intended to promote equality of opportunity and access, and by evolving methods of reform. Students will examine well-established education precedents while learning how education law and policy have developed. The class focus, however, will be on cutting-edge issues.

Students will explore policy choices under theories of jurisprudence including critical race theory and law and economics. Readings will include Constitutional issues of speech, privacy, equal protection, and freedom of religion, as well as state constitutional rights to adequate education. In addition, there will be applications of statutory and regulatory law. Broad course themes include: equity in access to

education and the disparate impact of policy choices, particularly during the pandemic, on students who are members of groups with limited access to educational opportunity historically; the goals of public education and the tension between government authority to ensure these goals are met, and family rights to control the values and education presented to their children; and the balance between freedom of expression for students and the goal of schools to provide a safe teaching and learning environment. Current disputes will be analyzed through the lens of access to a quality education at every aspect of the education process. Topics may include: K-12 student data privacy; transgender student rights; practices that may create a school-to-prison pipeline; safe spaces and the First Amendment; artificial intelligence digital tutors and rights to adequate education; tax credit scholarships for religious schools; the impact of growth of charter schools; teachers' rights to work conditions in a pandemic; sanctuary districts and excluding immigrants from the Census; and K-12 teacher tenure and compensation. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.
Spring- Epstein, Susan

Employee Benefits Law

LAWS 55503- 01 (3)

This seminar will provide an introduction to the Employee Retirement Income Security Act (ERISA) and other federal statutes regulating employee benefit plans in the private sector. The course will cover many types of plans, including defined benefit pension plans, individual account retirement plans (such as 401(k) plans), medical plans, other welfare benefit plans and executive compensation programs. It will provide a basic understanding of fiduciary standards governing plan administration and the investment of plan assets; minimum standards for benefits and funding; benefit claim dispute resolution procedures and standards of judicial review; federal preemption of state laws; and key issues which arise in ERISA litigation. The course is intended for students interested in a broader labor and employment practice; a mergers and acquisitions or general corporate practice; or a civil litigation practice. Although our primary mission will be to prepare students for the practice of law, we also will explore whether the law governing employee benefit plans is operating effectively and in accordance with its stated purposes. Students will be graded on class participation and on a series of research papers (6000-7500 words). There are no prerequisites required for this seminar.
Autumn- Wolf, Charles; Mowery, Philip

Employment Discrimination Law

LAWS 43401- 01 (3)

This course deals with the problem of discrimination in the American workplace and the federal and state statutes that have been enacted to prohibit it. Primary focus will be on the major federal equal employment opportunity statutes (the 1866 Civil Rights Act, Title VII of the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act), the types of claims that are brought under these laws, and the varying burdens of proof/persuasion, procedural prerequisites, and remedies provided by these statutes, along with current proposals for legislative change. Enrollment will be limited to 20 students. The student's grade will be based on class participation and a final examination.

Autumn- Whitehead, James

Employment 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 the completion of a substantive, original research paper of 6000-7500 words. The papers are to allow each student to expand on a topic approved by the Professor and to draw on class materials along with independent research sufficient to explore an approved topic in-depth.

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 examination. Students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam. Participation may be considered in final grading.

The first class session for Employment Law will be held on Wednesday, April 5.

Two make-up sessions will be scheduled at a later date.

Spring- Whitehead, James

Employment Law Clinic

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

Randall D. Schmidt and his students operate the Clinic's Employment Law Clinic. The Clinic focuses primarily on pre-trial litigation and handles a number of individual cases and class actions. In individual cases, the Clinic represents clients in cases in federal court or 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, the Clinic is appointed each year to represent a few clients in appeals pending before the 7th Circuit Court of Appeals and in settlement conferences in the District Court for the Northern District of Illinois. Finally, in addition to its individual cases and law reform/impact cases, the Clinic seeks to improve the procedures and remedies available to victims of employment discrimination so that employees have a fair

opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Clinic is active in the legislative arena and participates with other civil rights groups in efforts to amend and improve state and federal laws. It is suggested, but not required, that all students in the Employment Law Clinic take the Employment Discrimination Law seminar. It is recommended that third-year students take, prior to their third year, either the Intensive Trial Practice Workshop or some other trial practice course. The student's grade is based on class participation. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Evidence is a prerequisite for 3L's in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic. Students will be evaluated on their written and oral work on behalf of the Clinic's clients.

Autumn, Winter, Spring- Schmidt,Randall David

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

Winter- Macey, Joshua

Energy Transactions Seminar

LAWS 53127- 01 (3)

The Energy Transactions Seminar exposes students to current issues facing energy transactions practitioners. Topics covered include wind, solar, and pipeline project development, domestic and international upstream oil and gas, facilities procurement/construction, the natural resources curse, energy finance, and energy litigation/arbitration trends. The Energy Transactions Seminar also includes the West Africa exploration bid round simulation, in which teams bid on 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, Shelby

Enforcement Risk in Cross-Border Transactions

LAWS 53222- 01 (3)

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

This class requires a major paper (6000-7500 words).

Spring- Nemirow, Kim; Goel, Asheesh; Niles, Nicholas

Entrepreneurship and the Law

LAWS 53192- 01 (3)

This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, whether by micro-enterprises or 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. Cumulatively, the papers should total 6000-7500 words.

Winter- Kregor, Elizabeth; Gryczan, Catherine

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

Spring- Kim, Hajin

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. There are no prerequisites.

Students who have taken "The Law of Future Interests" in Autumn 2021 are not eligible to enroll in this seminar.

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 (6000-7500 words). (Please note that this paper cannot fulfill the SRP or WP requirement.)

Winter- Neal, Joan

European Legal History

LAWS 53292- 01 (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 (6000-7500 words), but a final examination will also be offered as an option.

Spring- 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 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 of witnesses. The grade is based on class participation and a final in-class examination.

Spring- Rappaport, John

Evolution of Legal Doctrines

LAWS 65302- 01 (3)

Legal doctrines have life cycles. They are born and mature. Many doctrines fade and die. There is a form of natural selection among doctrines, with several candidates offering to serve the same function in different ways. This seminar looks at the maturation and replacement of doctrines, posing the question why some die and others survive. Scope is eclectic: the doctrines range from "separate but equal" under the equal protection clause to the "original package doctrine" under the commerce clause, from the appointment of counsel under the Sixth Amendment to the understanding of the Rules of Decision Act (that is, why Swift gave way to Erie). The premise of the seminar is that those who fail to learn from the past are condemned to repeat it. Final grade will be based on: a series of short research papers (6000-7500 words) and class participation.

Winter- Easterbrook, Frank

Exoneration Project Clinic

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

The Exoneration Project is a post-conviction clinical project that represents people convicted of crimes of which they are innocent. Students working in our Project assist in every aspect of representation including selecting cases, advising clients, investigating and developing evidence, drafting pleadings, making oral arguments, examining witnesses at evidentiary hearings, and 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 always be possible and will consider appropriate alternatives). Students are 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. Given the nature of our work, students are encouraged (but not required) to enroll in our clinic for at least a year.

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

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, and the use of eminent domain. Grading is based on a final examination; participation may be taken into account as indicated on the syllabus.

Spring- Fennell, Lee

Federal Courts

LAWS 41101- 01 (3)

This course examines 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 highly recommended. This class has a final exam.

Winter- LaCroix, Alison

Federal Courts

LAWS 41101- 01 (3)

This course considers the structure and powers of the federal courts and their relationship to Congress, the executive branch, and the state courts. The topics addressed include congressional authority to define and limit federal court jurisdiction, justiciability limitations on the exercise of that jurisdiction, the application of state law in federal courts under the Erie doctrine, federal common

law and implied rights of action, and state sovereign immunity. The focus of the course is on structural constitutional considerations relating to both the separation of powers between the three branches of the national government as well as the federalism relationship between the national government and the state governments. This class has a final exam.

Autumn- Bradley, Curtis

Federal Criminal Justice Clinic

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

The Federal Criminal Justice Clinic is the nation's first legal clinic devoted to representing indigent clients charged with federal felonies, pursuing impact litigation in federal court, and engaging in systemic reform of the federal criminal system with a focus on combating racial disparities.

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. FCJC students also litigate post-conviction compassionate release motions and have secured release for several clients. Students involved in appellate litigation write briefs to the Seventh Circuit and the Supreme Court and may conduct oral argument. On the reform front, students engage in legislative advocacy before Congress and have created the first federal courtwatching projects in the country.

The FCJC seminar includes skills exercises, simulations, lectures, case rounds, guest speakers, and discussions. The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during law school. It is strongly recommended that 3L students take the Intensive Trial Practice Workshop in September 2022 and that all students take Professor Siegler's Criminal Procedure II class. 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 Profs. Siegler, Zunkel, or Miller.

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

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. This class has a final exam.

Autumn- Fairley, Sharon

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 advertising and labeling, genetically

modified agriculture, food deserts, regulation of food quality, restaurant regulations, and more. Students will have to write 6000-7500 word research paper (which could, but does not have to, satisfy WP or SRP credit) and make a presentation in class.

Participation may be considered in final grading.

Winter- Ben-Shahar, Omri

Foreign Relations Law

LAWS 43269- 01 (3)

This course examines the constitutional and statutory doctrines that regulate the conduct of American foreign relations. Topics include the distribution of foreign relations powers between the three branches of the federal government, the status of international law in U.S. courts, the scope of the treaty power, the validity of executive agreements, the preemption of state foreign relations activities, the power to declare and conduct war, and the political question and other doctrines regulating judicial review in foreign relations cases.

This class has a final exam.

Spring- Bradley, Curtis

Fundamentals of In-House Counsel

LAWS 53430- 01 (3)

The role of in-house counsel is both complex and complicated, and can be vastly rewarding to the attorney who understands its realities and can apply the law in a practical manner to support an enterprise and its leadership. This course will help students explore and learn the fundamentals critical to succeeding as inside counsel. Through a combination of review and discussion of influential written work of preeminent past and present in-house lawyers, discussion of case studies focused on contemporary scenarios faced by inside counsel, analysis and evaluation of risk issues in specific contracts, in-class simulations and team exercises, and guest speakers who will share their experiences and talk about their career paths, including successes and failures along the way, you will obtain an understanding of the modern view of inside counsel from a variety of diverse vantage points.

The primary focus will be on beginning to understand the critical skills necessary to prepare to succeed as in-house counsel in a large U.S. private or public company setting. We will seek to answer questions such as: How does working in-house compare and contrast to working at a law firm, what are the day-to-day challenges experienced by inside counsel and what are strategies to meet them and excel, how has the in-house counsel role evolved over time, and what does the future hold for

attorneys serving as in-house counsel. From the student who aspires to one day be an in-house attorney, to the student who plans to serve in-house counsel while working at a law firm, Fundamentals of In-House Counsel will provide a multitude of candid and practical perspectives on the critical means by which the law supports today's American enterprises. Grading will be based on in-class performance and a series of reflection papers.

Autumn- Lutz, Nathan; Avratin, Joshua; Zarfes, David

Gender Violence and the Law

LAWS 53467- 01 (3)

This seminar focuses on the intersection of gender-based violence and criminal law. It examines the evolving legal history of gender violence, including marital rape and domestic violence. It also explores the definitions of rape and consent in both the Model Penal Code and various jurisdictions and how these differences impact the outcome of criminal cases. Students will engage with topics including credibility, juror and systemic bias, the intricate balance between victim and defendant rights, and the historic underreporting and under-prosecution of gender-based violence. The course will conclude with a brief discussion of civil remedies for survivors and their limitations. Grades will be based on a series of short reaction papers and a final (10-12 page) paper as well as class participation.

Spring- Payne, Elizabeth

Global Human Rights Clinic

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

The Global Human Rights Clinic (GHRC) works alongside partners and communities to advance justice and address the inequalities and structural disparities that lead to human rights violations worldwide. The clinic uses diverse tactics and interdisciplinary methods to tackle pressing and under addressed human rights issues. Working in project teams, students develop essential lawyering skills, including oral advocacy, fact-finding, research, legal and non-legal persuasive writing, interviewing, media advocacy, cultural competency, strategic thinking, teamwork, and leadership. The clinic uses a broad range of tactics, including documentation, reporting and mixed methods factfinding; legislative and institutional reform; investigations; and litigation. GHRC has a broad range of partners and clients, including the United Nations, international tribunals, as well as community-based organizations and national civil society. In 2022-23, likely projects will include international criminal justice investigations of war crimes and mass atrocities; advancing international norms and laws pertaining to unlawful executions; advancing the rights of migrants and refugees; and promoting women's

rights and gender equality. For more information on the Clinic's work, visit the GHRC's website: <https://www.law.uchicago.edu/ghrc> and Facebook Page: <https://www.facebook.com/GHRChicago>. Students may enroll for up to three credits in the Clinic per quarter. New students to GHRC enrolled in the J.D. program should plan to take the Clinic for three quarters for a minimum of two credits each quarter, unless they receive faculty approval prior to registration. Continuing J.D. students and LL.M.s may take the Clinic for any allowable amount of credits and quarters. Participation may be considered in final grading. Students who have particular language skills, especially Spanish or French, are highly encouraged to participate. Recommended (not required) co-requisites: Public International Law; International Human Rights Law.
Autumn, Winter, Spring- Parrin, Anjali

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 \$66,000 and in Europe it is around \$38,500, while in India it is \$6,400 and in Congo, it is \$1,100. 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 (6000-7500 words), which may qualify for substantial writing credit. Non-law students need instructor consent to enroll. Participation may be considered in final grading. This class will begin the week of January 2, 2023.

Winter- Nussbaum, Martha; Weisbach, David

Greenberg Seminars: Corporate Scandals

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

The past few years have brought a wide variety of corporate scandals. Companies and their CEOs have misled investors about the efficacy of a key blood testing technology (Theranos), bribed state legislators to bail out nuclear reactors and coal-fired power plants (First Energy), absconded or collapsed with millions of dollars of crypto assets (QuadrigaCX), made allegedly false corporate disclosures on twitter (Elon Musk), and done whatever it was that WeWork did. Some of these scandals, such as Theranos, involved clearly illegal behavior, and have resulted in criminal convictions. Others, such as WeWork, did not. Still others are just embarrassing. This Greenberg will explore the different dimensions of corporate scandals. Each week, we will discuss one high-profile scandal. We will use these examples to study fiduciary duties, disclosure laws, corporate conduct in the zone of insolvency, and other legal issues related to corporate misconduct. Reading and/or AV materials will be assigned before each class. The seminars will be held throughout the year.

Autumn, Winter, Spring- Robertson, Adriana; Macey, Joshua

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

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

We will explore a series of works on crime, politics, policing, and race, with an emphasis on the City of Baltimore via the television show "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. We will 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 and is worth 1 credit which defaults to the autumn quarter. The Greenberg Seminars Lottery will take place after the initial registration and bidding period, from September 14-16, 2022. This Greenberg will meet on the following days at 7:00pm:

October 27, November 17, January 12, February 16, and April 13.

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

Greenberg Seminars: Order Without Law

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

This Greenberg will explore the informal social ordering that takes shape in the shadow of the law and in law's interstitial spaces. We will begin with Robert Ellickson's influential book about how cattle ranchers in Shasta County, California

settle disputes outside the governing property rules and in ways that deviate from them. Other topics may include: the informal IP of Roller Derby pseudonyms, extralegal agreements among diamond sellers, dispute resolution among tuna merchants, systems of social sanctions within prisons, and the use of textiles as informal property and currency among enslaved people, women, and others who lacked formal property rights.

Autumn, Winter, Spring- Rappaport, John; Fahey, Bridget

Greenberg Seminars: Rational Do-Gooding

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

Effective Altruism is an important movement. In this seminar we will read books that favor saving human lives in the short and long run, but we will also question these goals and ask how and why we can do the most good after our law school experiences. Should we work hard and then donate money to good causes, or should we participate in a personal way? Should we care about the environment when it is at the sacrifice of caring about Malaria in parts of the world where people are suffering every day?

You must be free on Thursday evenings after 7pm (for 5 or 6 meetings) in the Autumn and Winter. We will be joined by Visiting Faculty, and we will have dessert or dinner at the Professors' home. The Greenberg meets in the autumn and winter quarters only on September 29, October 13, November 3, January 5, January 19, and January 26 (this date held in reserve). Graded Pass/Fail and is worth 1 credit which defaults to the autumn quarter.

The Greenberg Seminars Lottery will take place after the initial registration and bidding period, from September 14-16, 2022.

Autumn, Winter, Spring- Roin, Julie; Levmore, Saul

Greenberg Seminars: The Ethic of Aesthetics -- Examining the Interactions Between Law and Visual Art

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

The seminar explores ethical and legal problems that lie in the intersection of law and visual arts. The co-instructor, Laura Letinsky, is an artist and a Professor at the Department of Visual Arts at the University of Chicago. Topics include valuation of visual art, gender barriers in the art world, museological and related institutional practices and policies regarding ownership and sale of art, the manipulative uses of visual depiction in advertising, laws that prohibit visual recordings of animal agriculture, and more. Some background readings and films will be assigned prior to each meeting. The seminar will meet five times during the Autumn and Winter terms, with the meeting alternating across the professors' homes. Each meeting will

start at 7:30pm with a home cooked meal. Please block the following six dates: October 19, November 16 and 30, January 11 and 25, February 8. Autumn, Winter, Spring- Ben-Shahar, Omri; Letinsky, Laura

Greenberg Seminars: Artificial Intelligence

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

This seminar will explore the ethical and legal issues posed by the promise of artificial intelligence and autonomous machines. The materials will include fiction and non-fiction works that examine ethical and legal questions such as the consciousness, personhood, and culpability of autonomous machines as well as questions about how artificial intelligence may disrupt existing institutions in society. The seminar will meet at the professors' residence in Naperville in the afternoons of the following days November 6, January 8, January 29, February 19, April 16.

Graded Pass/Fail and is worth 1 credit which defaults to the autumn quarter. The Greenberg Seminars Lottery will take place after the initial registration and bidding period, from September 14-16, 2022.

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

Greenberg Seminars: Zealous Advocates in Movies

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

Zealous Advocates in Movies. We will review some of the lesser-known but classic movies in the history of films about lawyering, to discuss the decisions, judgment calls, and lawyering skills on display (or horribly lacking). When is a lawyer the hero and why? Examples include *Inherit the Wind*, *Anatomy of a Murder*, *Legal Eagles*, *Philadelphia*, *A Few Good Men*, and *Saint Judy*. Graded Pass/Fail and is worth 1 credit which defaults to the autumn quarter.

Autumn, Winter, Spring- Conyers, Herschella; Kregor, Elizabeth

Greenberg Seminar: Race and Public Health

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

This Greenberg seminar will examine the interaction of public health questions (broadly defined to include both the public health system generally and environmental determinants of health) and racial dynamics in the US and beyond. We will read five texts on different areas of this topic.

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

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 comparative international approaches to hate crime law, as well as the limits of the domestic legal system to effectively address hate crime through conventional and alternative options. Grading will be based on class participation and a final research paper of 6000-7500 words.

Autumn- Linares, Juan

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.

This class has a final exam or students may choose to write a 6000-7500 word paper. Participation may be considered in final grading.

Autumn- Bierig, Jack

Hellenistic Ethics

LAWS 43206- 1 (3)

The three leading schools of the Hellenistic era (starting in Greece in the late fourth century B. C. E. and extending through the second century C. E. in Rome) - Epicureans, Skeptics, and Stoics - produced philosophical work of lasting value, frequently neglected because of the fragmentary nature of the Greek evidence and people's (unjustified) contempt for Roman philosophy. We will study in a detailed and philosophically careful way the major ethical arguments of all three schools. Topics to be addressed include: the nature and role of pleasure; the role of the fear of death in human life; other sources of disturbance (such as having definite ethical beliefs?); the nature of the emotions and their role in a moral life; the nature of

appropriate action; the meaning of the injunction to "live in accordance with nature". If time permits we will say something about Stoic political philosophy and its idea of global duty. Major sources (read in English) will include the three surviving letters of Epicurus and other fragments; the skeptical writings of Sextus Empiricus; the presentation of Stoic ideas in the Greek biographer Diogenes Laertius and the Roman philosophers Cicero and Seneca.

This class will begin on Tuesday, September 27 (one day before the rest of the Law classes begin). Attendance for the class is required. Method of evaluation: A seminar paper of 6000-7500 words and an in-class presentation for the class is required. Admission by permission of the instructor. Permission must be sought in writing by September 15.

PhD students in Philosophy, Classics, and Political theory do not need permission to enroll. Prerequisite for others: An undergraduate major in philosophy or some equivalent solid philosophy preparation, comparable to that of first-year PhD students, plus my permission. This is a 500 level course.

Autumn- Nussbaum, Martha

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.

Property Law, Land Use Law, Administrative Law or Local Government Law are helpful background for Historic Preservation Law.

Autumn- Friedman, Richard

History and Practice of Corporate Reorganizations

LAWS 53461- 01 (2)

This seminar will identify a number of cutting-edge issues in modern corporate reorganizations and explore them by connecting them to past controversies.

This class requires a series of reaction papers.

Winter- Baird, Douglas

Housing Initiative Transactional Clinic

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

The Housing Initiative Transactional Clinic provides legal representation on complex real estate development projects to build affordable housing. Clients include nonprofit, community-based affordable housing developers and housing cooperatives. Students serve as deal lawyers, working with clients and teams of professionals -- such as financial consultants, architects, marketing professionals, property managers, and social service providers -- to bring affordable housing and mixed use development projects to fruition. Projects range from single family rehabs with budgets in the \$30,000 to \$75,000 range, to multi-million dollar rental and mixed use projects financed by low income housing tax credits, tax exempt bonds, TIF, and other layered subsidies. Students also counsel nonprofit clients on governance and tax issues related to their work. In addition to their client work, students meet as a group in a weekly two-hour seminar in autumn quarter, and in a weekly one-hour seminar during winter and spring quarters, to discuss the substantive rules and legal skills pertinent to real estate development transactions and to examine emergent issues arising out of the students' work. During the fall quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours. In the winter and spring quarters, all students should attend all the one-hour seminar sessions. Academic credit for the Housing Initiative Transactional Clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Autumn, Winter, Spring- Leslie, Jeffrey

Human Trafficking and the link to Public Corruption

LAWS 53132- 01 (3)

This course provides a comprehensive, practical introduction to the history and present-day reality of human trafficking both domestically and internationally. In the year of the 20th anniversary of the Palermo Protocol, the course will look back on how far individual states have come in their efforts to fulfill their obligations under the Protocol. By reviewing the challenges to criminal prosecution first, the course will explore alternative paths to eradicating this transnational human rights crime that impacts over 40 million individuals annually. Reviewing the array of supply chain laws domestically and internationally first and then exploring industry-wide practices, students will learn to examine solutions from an array of laws that reach beyond merely criminal prosecution. Recognizing that public corruption plays a significant and powerful role in aiding the crime to continue with little societal repercussions, the course will explore ways in which the Foreign

Corrupt Practices Act and the TVPRA have mechanisms to enforce these violations that provide billions of dollars to the traffickers. Taught by federal district court judge, Hon. Virginia M. Kendall. This class requires a major paper of 6000-7500 words.

Participation may be considered in final grading.
Winter- Kendall, Virginia

Immigrants' Rights Clinic

LAWS 90211- 01 (1 TO 3, 1 TO 3, 1 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, conduct oral arguments and trials, 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, research and draft public policy reports, and provide support to immigrants' rights organizations.

Past and current projects include challenges to national security detention, a civil rights lawsuit alleging Fourth and Fourteenth Amendment challenges against state law enforcement involved in an arrest that led to deportation, Seventh Circuit appeals of removal orders, representation of asylum seekers and human trafficking victims, suing local police departments for failure to comply with immigration-related Illinois state laws, representing Afghans left behind after the U.S.

withdrawal from Afghanistan, and publication of the first guide to the immigration consequences of criminal convictions for criminal defense attorneys in Illinois.

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. 2Ls must enroll for 2 credits per quarter. 3Ls can enroll for 2 or 3 credits per quarter. Students are encouraged (but not required) to co-enroll in Immigration Law in the fall.

Autumn, Winter, Spring- Hallett, Amber

Immigration Law

LAWS 43200- 01 (3)

This course explores the U.S. immigration system. It 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, forms of relief from deportation, the law of asylum, immigration enforcement and detention, 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.

Autumn- Hallett, Amber

Innovation Clinic

LAWS 90222- 01 (1 TO 3, 1 TO 3, 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, licenses, seed stage funding transactions, 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, 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. Participation may be considered in final grading.

Autumn, Spring- Underwood, Emily

Institute for Justice Clinic on Entrepreneurship

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

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to low-income entrepreneurs who are pursuing the American Dream in spite of legal obstacles. IJ Clinic students develop practical skills in transactional lawyering while helping creative entrepreneurs earn an honest living, innovate, and build businesses that build neighborhoods. Students advise clients on issues such as business formation, licensing, zoning, strategic relationships, 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. Students must enroll for two credits for their first quarter in the IJ Clinic. Evaluation is based holistically on the student's client work.

Autumn, Winter, Spring- Kregor, Elizabeth; Gryczan, Catherine

Insurance Law

LAWS 43601- 01 (3)

This course introduces students to insurance institutions and insurance law, with the ultimate goal of understanding the role of insurance in society. Liability, life, and property insurance will receive the most attention, but we will also discuss health and disability insurance. After taking this course, students will know how to read and analyze a standard form insurance contract, how to work with insurance regulatory materials, how to spot the insurance issues in a wide variety of legal and public policy contexts, and will have a more advanced understanding of Tort and Contract law. Cross-cutting themes of interest include the effects of insurance on tort law and on litigation, the formation and performance of insurance contracts, the use of personal attributes to classify policyholders' risk, the effect of insurance on risky activity in society, and the ways in which various conceptions of justice are achieved through insurance mechanisms. This class has a final exam.

Spring- Ben-Shahar, Omri

Intellectual Property-based Finance and Investment

LAWS 53320- 01 (3)

Developed world corporations today are focused on an innovation heavy, tangible asset-lite model while exporting manufacturing, a lower margin enterprise. The trend is demonstrated by increased levels of R&D in innovation-driven industries, a doubling of issued patents outstanding and material, concentrated changes in the underlying IP law. While IP valuation, implementation and technological trends are coming to dominate many forms of investing, optimal risk adjusted returns morph with levels in the equity and credits markets and changes in IP law. This course will review these trends, explain the range of IP investment types (liquid/illiquid, public/private, cash/derivative) and illustrate how insight into IP can drive investment and capital market decision making. Final grade will be based on a major paper (6000-7500 words). 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 Tuesday, Wednesday and Thursday morning from 9:00am-11:30am between August 30 and September 15. Students should plan to treat the seminar like a full time job during this period - they will spend a substantial part of each afternoon on days that we have class 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.

Evaluation 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.

Autumn- Underwood, Emily; Drake, Michelle

Intensive Trial Practice Workshop

LAWS 81009- 01 (3)

This class teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures, demonstrations, and simulated trial exercises. Topics include opening statement, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with demonstrations and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting state and federal court judges.

This is a required class for participation in the Civil Rights-Police Accountability Clinic, the Criminal & Juvenile Justice Project Clinic, and the Exoneration Project Clinic. This class is strongly recommended for participation in the Employment Law Clinic, the Federal Criminal Justice Clinic, and the Immigrants' Rights Clinic. It is also open to all rising 3Ls, regardless of participation in any clinic. The faculty strongly recommend that students take Evidence prior to enrolling in this course. Completion of this class partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois. Students who have taken Trial Advocacy (LAWS 67603 or LAWS 81010) or Trial

Practice: Strategy and Advocacy (LAWS 91702) may not take this class. This class is offered for approximately 5-6 hours/day before the beginning of the Autumn Quarter. Week One is Monday, September 12 through Friday, September 16. Week Two is Monday, September 19 through Friday, September 23. The final trial is scheduled for Saturday, September 24. The student's grade is based on a compilation of daily performance. Registration for this class occurred over the summer. Selected students will be added to the class during the bidding period. 3 credits will default to autumn 2022 quarter.

Autumn- Miller, Judith ; Futterman, Craig; Conyers, Herschella; Zunkel, Erica; Alonso, Jorge

International Arbitration

LAWS 53310- 01 (3)

This seminar provides a basic foundation in the law and mechanics of international commercial arbitration and international investment treaty arbitration. It will give students an understanding of the substantive and strategic issues that frequently confront international arbitration practitioners. The Seminar covers, among other things, the crafting of international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-Rules arbitration and institutional arbitration (e.g., ICC, LCIA, ICDR, ICSID). The seminar also addresses the rules of procedure that commonly govern international arbitration, including procedural issues that commonly arise in international arbitration, including the availability and extent of discovery, pre-hearing procedure, the presentation of evidence, and the enforcement of international arbitral awards. The Seminar also will cover the fundamentals of international investment arbitration, including the jurisdictional issues that commonly arise in investor-state arbitration and the types of treaty claims that are commonly asserted under international law. While there will be a fair amount of traditional lecture, the format of the Seminar will depend heavily upon active student participation, including a mock arbitration exercise. Students will be graded based upon the quality of their preparation for and participation in the Seminar, as well as the quality of a final paper (6000-7500 words). This Seminar will satisfy part of the lesser of the school's two writing requirements, if substantial research and written work is completed.

Students may access the 6th edition of Redfern and Hunter on International Arbitration via: [https://www-kluwerarbitration-com.proxy.uchicago.edu/book-toc?title=Redfern+and+Hunter+on+International+Arbitration+\(Sixth+Edition\)](https://www-kluwerarbitration-com.proxy.uchicago.edu/book-toc?title=Redfern+and+Hunter+on+International+Arbitration+(Sixth+Edition)).

The required textbook for the class is the 7th edition. The ebook version of the 7th

edition will be released by the publisher on Oct. 12. The hard copy will be released on Oct. 27.

Autumn- Rubinstein, Javier

International Business Transactions

LAWS 53123- 01 (3)

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

Autumn- D'ambrosio, Alan

International Criminal Law

LAWS 53458- 01 (2)

For a legal field that has developed relatively recently, the expectations placed upon international criminal law and its application are both solemn and significant, while seeming to grow yet weightier with each passing year. This seminar will explore the contours of this field through an examination of the structural aspects underpinning international criminal law as practiced today, with particular focus on the substantive legal considerations governing responsibility for the most serious crimes of concern to the international community. The class will be conducted remotely from The Hague.

This seminar will have a final exam.

Prerequisite: Public International Law (recommended but not required).

Autumn- Lentz, Christopher

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 course will have a final exam. Participation may be considered in the final grading.

Spring- 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 exam.

Autumn- Roin, Julie

Islamic Law

LAWS 53360- 01 (3)

This seminar provides an introduction to the sources of Islamic law, its evolution over the centuries and its application in real-world cases. Although the focus of the seminar will be largely on the classical tradition, it will also introduce students to a variety of contemporary approaches to Islamic legal reasoning that guide the lives of Muslims today. Using a combination of historical and doctrinal approaches, the seminar will explore how Muslims over time have tried to understand God's commands laid down in the scriptures and how they have constructed from the

rich sources of ethical speculations in Islam, bodies of positive, statutory law that reflect Islamic values. A significant part of the seminar will consist of several cases of the application of Islamic law in the contemporary Muslim world. We will cover case studies from Afghanistan, Egypt, Pakistan, Indonesia and several other Muslim majority countries to highlight the continuous evolution of Islamic law and to underscore the diversity of interpretive approaches to Islamic legal reasoning that has created a diverse body of sacred rules. The goal of the seminar is to introduce students to the nature, scope and functions of Islamic law in the classical and contemporary contexts and to present a framework for understanding the institutional arrangements that apply existing Islamic law in the modern world and make fresh rulings in areas where Islamic law provides no guidance.

This seminar will require a series of short research papers. Participation may be considered in the final grading.

Autumn- Pasarlay, Shamshad

Jenner & Block Supreme Court and Appellate Clinic

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

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

Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases in the United States Courts of Appeals and the Illinois Supreme Court.

The clinic is supervised by 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.

Participation may be considered in final grading.

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

Judicial Federalism

LAWS 59903- 01 (3)

In this seminar, we will explore the various doctrines that police the line between the role of the U.S. federal courts and the often-parallel role of the state courts (or occasionally tribal courts). Those doctrines include the limits on the subject-matter jurisdiction of the federal courts found in Article III; the Rooker-Feldman doctrine; constitutional or common-law limitations on federal authority such as those for domestic-relations and probate cases; the various abstention doctrines (Pullman, Burford, Younger, Colorado River); the Anti-Injunction Acts; notions of *lis pendens* that apply in both federal and state courts; "complete" versus defense preemption, and habeas corpus review of state-court criminal judgments in federal courts. We will also compare the U.S. system to that of the European Union. There are no prerequisites. Students will write a 6000-7500 word paper (which can qualify for the substantial writing requirement) for credit in the seminar.

Winter- Wood, Diane

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.

Participation may be considered in final grading.

Winter- Feinerman, Gary; Hochman, Robert

Jurisprudence I: Theories of Law and Adjudication

LAWS 47411- 01 (3)

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

Participation may be considered in the final grading.

Spring- Leiter, Brian

Kirkland & Ellis Corporate Lab Clinic

LAWS 91562- 01 (3, 3, 3)

The Kirkland & Ellis Corporate Lab provides students with a forum for working closely with legal and business teams across a range of top-tier multinational companies, leading nonprofits, private equity sponsors, venture capital funds, 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, among others, Accenture, Allstate, A.T. Kearney, Barilla, Booth School of Business New Venture Challenge startups (Spring Quarter), Grubhub, Honeywell, IBM, John Deere, Koch Industries, Microsoft, Nike, Owens Corning, 3M, Verizon Communications, and Victoria's Secret.

Corporate Lab students will have the option 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).

Additionally, students will have the option (Winter Quarter) to work closely with small teams of Kirkland & Ellis attorneys on assignments (including for live clients), across practice groups, designed to teach strategic planning, drafting, negotiation, and business counseling skills.

Please note: (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, <http://www.law.uchicago.edu/corporatelab>. (Reduced 2-credit option available with instructor permission.)

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

Kirkland & Ellis Corporate Lab Clinic

LAWS 91562- 02 (3, 3, 3)

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

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, free speech rights, and nondiscrimination principles. A constitutional law course is recommended but not required prior to taking this class.

Winter- Taylor, Camilla

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, 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 plays, short stories, and novels. As a sample, our readings will include: Herman Melville's "Billy Budd," Lorraine Hansberry's "A Raisin in the Sun," Kazuo Ishiguro's "Remains of the Day," John Patrick Shanley's "Doubt," and N.K. Jemisin's "The Ones Who Stay and Fight." There will also be secondary readings for each class. We will address specific questions such as: 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 two research papers totaling 6000-7500 words.

Autumn- 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 the Economics of Natural Resources Markets

LAWS 53297- 01 (3)

Market-based mechanisms such as emissions trading are becoming widely accepted as cost-effective methods for addressing environmental concerns, especially as societies move towards a carbon-constrained future. In the last decade, we have witnessed the expansion of environmental finance to new products - carbon dioxide spot and futures contracts, sulfur dioxide futures and over-the-counter water contracts - that are now fully integrated financial instruments for hedging and speculation. These mechanisms also have potential benefits to address issues in other pressing matters such as water quality, fisheries and biodiversity protection. Non-law students must apply by emailing Curtrice Scott, Esq., Director, Coase-Sandor Institute at curtrice@uchicago.edu.

Spring- Sandor, Richard

Legal Elements of Accounting

LAWS 43247- 01 (1)

This mini-class introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of various persons involved in producing, regulating, and consuming financial accounting information. The seminar will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades will be based on a take-home 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. This seminar will have a final exam.

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 course will have a final exam and required papers. Participation may be considered in the final grading.

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 and have to deal. Using materials from judicial decisions, decisions of disciplinary authorities, cases, the Model Rules of Professional Conduct, 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 attendant to how to handle particularly difficult issues encountered in the practice of law and the rules and the 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 6000-7500 words in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Attendance is mandatory.
Winter- Morris, Hal

Legal Profession: Ethics in Government and Public Interest Legal Practice

LAWS 53104- 01 (3)

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

Spring- Peters, Lynda

Libertarianism

LAWS 53468- 01 (3)

Although few Americans identify as "libertarians," the impact of libertarian thinkers--from John Locke to F.A. Hayek to Milton Friedman--on our polity is undeniable. Justice Holmes famously declared (dissenting in *Lochner v. New York*) that, "The Constitution does not enact Mr. Herbert Spencer's 'Social Statics,'" but there can be no denying that the prevalent view of the Constitution on the Court has a libertarian vibe. In this seminar, we will read books (about one per week) on libertarian ideas by a range of authors, in terms of methodology, point of view, time period, type of author, and so on. The idea will be to engage critically with this material in the hopes of better understanding the core foundations of libertarian thinking and its applications, if any, in modern political and legal debates. A syllabus will be available in advance of course selection. Being a "libertarian" is not a requirement--non-libertarians, libertarian-curious, and everyone else are encouraged to participate, both as a means of understanding the world and enlivening the conversation. This class requires a major paper (6000-7500 words). Participation may be considered in the final grading.

Spring- Henderson, M. Todd

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 M; Clark, James A

Local Government Law

LAWS 43228- 01 (3)

This course addresses the powers and responsibilities of local governments. We will consider the law surrounding the services that local governments provide, including who pays for them and who receives them. We will examine how federal and state law shapes local authority. We will explore the interplay among local governments (such as cities and their suburbs), and the relationships between local governments and the people who live within (and beyond) their boundaries. We will also confront questions about the appropriate role of localism, the potential for localities to exacerbate or redress social inequities, and the political processes that generate local decisions. Grading is based on a final examination; participation may be taken into account as indicated on the syllabus.

Autumn- Fennell, Lee

Managerial Psychology

LAWS 57507- 01 (3)

This course is about managing people - oneself and others. Successfully managing people 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 themes: (1) the individual, and (2) the organization. The individual part of the course is concerned with issues related to individual behavior, such as how people's attitudes influence their behavior, how people form impressions of others, and how the choices people make are affected by characteristics of the decision maker and the decision-making process. The organization part of the course focuses on people's behavior within the context of an organization. It addresses how organizations can successfully coordinate the actions of their members. Topics of this section include effective group decision-making, persuading and motivating others, and the use of formal and informal power in interpersonal relations.

This class will have a final take-home exam and required papers. Participation may be considered in final grading.

Spring- Fishbach, Ayelet

Mass Incarceration

LAWS 53439- 01 (3)

This seminar examines the growth and consequences of American detention centers, jails, and prisons in this age of "mass incarceration." Nearly 2.2 million people are behind bars, roughly one in every 100 adults, far more per crime than any industrialized nation. If we include persons on parole or probation, one adult in 23 is under correctional supervision. With taxpayers paying costs in excess of \$75 billion each year and with African Americans and Latinos overrepresented in the American justice system, some scholars, advocates, and policy makers argue that mass incarceration represents one of the greatest social injustices of our time. This class is taught during a moment of mass activism and bipartisan support for justice reform. As the movement shifts from protests to politics, this class will examine the origins and consequences of mass incarceration, as well as the policy issues and solutions to fix a "justice" system that destroys lives and harms communities, and ask the hard questions: • What accounts for the growth of incarceration? • What are its moral, fiscal, and public safety consequences? • What were the precursors of mass incarceration? • How do we reimagine policing in America? • What roles do race, gender, and poverty play in perpetuating injustice? This class requires a major paper of 6000-7500 words. Participation may be considered in final grading. Please

note: If you have already taken Mass Incarceration and Reform you will not be able to take this seminar.

Autumn- Jones, Roscoe

Mergers and Acquisitions

LAWS 53107- 01 (3)

This course will examine the acquisition and sale of public and private companies in the US M&A market. The first part of the course will focus on the M&A process for the sale of privately held companies, including subsidiaries of public companies. This part of the course will dissect and analyze the key provisions of, and issues regarding, private stock and asset acquisition agreements, including representations, covenants, closing conditions, indemnification provisions, rep & warranty insurance, earn-out provisions, purchase price adjustments, auction tactics, material adverse effect clauses and the "no indemnity" and "no reliance" provisions increasingly favored by private equity sellers. Student teams will review and "mark-up" a stock purchase agreement. The second part of the course will focus on the acquisition of public companies, including the SEC takeover rules and the fiduciary duties imposed on directors by Delaware law, including the Revlon, Unocal, Van Gorkum and Del Monte decisions, as well as financial advisors, special committees and defensive tactics such as shareholder rights plans. Finally, the course will discuss the use of letters of intent and confidentiality agreements. Prerequisite: Business Organizations. This class has a final exam and a series of research papers (10-12 pages). Participation may be considered in final grading

Spring- Junewicz, James

Microeconomics

LAWS 48213- 01 (3)

This course will provide an introduction to microeconomics that will serve as a foundation for applying economics to law and current policy topics. We will cover supply, demand and market equilibrium; the incidence of taxes and subsidies; price and non-price allocation; efficiency and distribution; market structure and power; among other topics. The course will illustrate each of these concepts with application to the legal system, legal rules and legally salient policy, e.g., the market for lawyers, contract law, and crime policy. This course is different than a law and economics course in two ways. First, it spends more time teaching economics. Second, the goal is to enable you to apply economics beyond law to policies that lawyers may care about, e.g., supply of reproductive services, the distributive effects of loan forgiveness, and the effect of antidiscrimination law.

This course will have a final exam. Participation may be considered in the final grading.

Winter- Malani, Anup

Modern American Legal History

LAWS 48215- 01 (3)

This course will introduce law students to the major problems and interpretations in the field of modern U.S. legal history. Through lectures as well as discussions of cases and secondary materials, the course will survey American public and private legal development from the Civil War to the present. The course employs a braided narrative, interweaving (a) the chronological story of the rise of modern legal liberalism and an administrative and regulatory state with (b) a week-to-week sampling of different historical topics, methods, and problematics. Topics to be covered this semester include: the 14th Amendment and the remaking of American citizenship, the constitutional rollback of civil rights and voting rights after Reconstruction, classical legal thought, corporation and labor law in the Lochner Era, progressive reform, pragmatism and legal realism, the origins of civil liberties, New Deal constitutionalism, the origins of modern rights revolutions, and the rise of neoliberalism. The course also attempts to introduce some of the theoretical and historiographical perspectives that have fueled some exciting new developments in the field. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.

Autumn- Novak, William

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 exam.

Participation may be considered in final grading.

Autumn- Nozette, Mark

Moot Court Boot Camp

LAWS 95030- 01 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will receive two different cases and prepare and submit argument outlines in advance. During the workshop, students will gain hands-on experience by conducting multiple oral arguments before a variety of alumni and other practicing attorneys, judges, and faculty, who will provide feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short, written assignment that we will discuss and revise during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing, we will learn, promotes successful oral advocacy, and vice versa. This class, which will meet for the weekend of October 8-9, is an optional supplement to the Hinton Moot Court Competition. One credit will be granted for the weekend course and an additional credit will be granted upon completion of two judged arguments as part of the Hinton Moot Court Competition. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail.
Autumn- Whitehead, James; Patton, Stephen

Moot Court Boot Camp

LAWS 95030- 02 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will receive briefs and/or bullet points from two different cases and will prepare and submit argument outlines in advance. During the workshop, students will gain hands-on experience by conducting multiple oral arguments before practicing-attorney judges, who will provide feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short, written assignment that we will discuss and revise during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing promotes successful oral advocacy, and vice versa. This class, which will meet for one weekend (October 15-16) during the quarter, is an optional supplement to the Hinton Moot Court Competition. One credit will be granted for the weekend

course. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail.

Autumn- Lansky, Madeline; Horwitz, Rebecca

Negotiation

LAWS 81123- 01 (3)

This class will introduce the theory and practice of negotiation across various contexts, including deal-making and dispute resolution. It will give students an organized theoretical framework for analyzing various parties' positions and crafting thoughtful strategies. Students will develop their practical skills and individual styles through a series of simulation exercises, which will be executed inside and outside of class and then discussed and critiqued. Exposure to different techniques, styles, and contexts will be used to teach students what works best for them. Grading will be based on a series of reaction papers and out of classroom work. You may not take this class if you have taken LAWS 81003 Intensive Negotiation Seminar. Participation may be considered in final grading

Spring- Ruiz, Jesse

Oil and Gas Law

LAWS 45301- 01 (3)

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

Winter- Helmholz, Richard

Opera as Idea and Performance

LAWS 43264- 01 (3)

Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a

very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, one each week, including a director, a conductor, a designer and two singers, to enable us to explore different perspectives.

The list of operas to be discussed include Monteverdi's *The Coronation of Poppea*, Mozart's *Don Giovanni*, Rossini's *Barber of Seville*, Verdi's *Don Carlos*, Puccini's *Madama Butterfly*, Wagner's *Die Meistersinger*, Britten's *Billy Budd*, and Jake Heggie's *Dead Man Walking*. Remark: students do not need to be able to read music, but some antecedent familiarity with opera in performance or through recordings would be extremely helpful. But enthusiasm is the main thing!

REQUIREMENTS: PhD students and law students will write one long paper at the end (20-25 pages), based on a prospectus submitted earlier. Other students will write one shorter paper (5-7 pages) and one longer paper (12-15 pages), the former due in week 4 and the latter during reading period.

Spring- Nussbaum, Martha; Freud, Anthony

Pandemic Legal Impacts

LAWS 53450- 01 (3)

This class evaluates the many changes to the legal landscape that the current pandemic has forged. We will explore the legal impacts of prior pandemics, as they were evidenced through case law and laws existing prior to the current pandemic. We will examine developments in different areas of the law, including commercial contracts, employment, privacy, and regulatory compliance. As to commercial contracts, we will consider the applicability and enforceability of force majeure clauses. With respect to employment and privacy, we will review the effect of the pandemic on the traditional notion of the workplace and the resulting legal implications of the work from home or remote work phenomenon. We will also consider the employment and privacy implications of vaccine mandates and testing requirements. We will explore the regulatory compliance changes arising out of the pandemic, including anti-price gouging laws and antitrust measures. We will consider what gaps remain in the legal landscape in light of the pandemic and which changes should remain after this pandemic has concluded. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.

Autumn- Sheyn Brown, Elizabeth

Partnership Taxation

LAWS 44301- 01 (3)

A study of the principles of the taxation of partnerships (including entities classified as partnerships) and their partners, with an emphasis on the tax consequences of the formation, operation and dissolution of partnerships. Matters discussed include contributions to and distributions from partnerships, the treatment of leverage, allocations of partnership income and loss to the partners, capital accounts, disguised sales, transfers of partnership interests, liquidations, taxation of service partners, mixing bowls, anti-abuse rules and other aspects of partnership taxation.

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

Pre-requisite: 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. Students will be evaluated based on a series of papers, which will require substantial outside

research and analysis, as well as in-class performance arguing in support of or in opposition to various motions. Participation may be considered in final grading.
Autumn- Cherny, Steven; Curran, Patrick

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 commitment to developing your communication skills. This is a performance skills course, so in-class participation, discussion, and presentations will be the basis for evaluation. There may also be short written assignments, but the bulk of grading will be based on in-class performance.

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 fact and expert witness 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 performance in mock exercises and a series of research papers (6000-7500 words).

Winter- Fields, Barry

Privacy and Modern Policing

LAWS 53463- 01 (3)

Law enforcement in modern criminal investigations uses sophisticated tools to obtain voluminous, often private, information. These tools can include forensic searches of phones and social media accounts; stingrays; precise location

information obtained from phones and social media accounts; wiretaps of phone and social media accounts; and network intrusions/hacking. This course will explore the challenges of trying to regulate these cutting-edge methods. Students will prepare several short papers, each about 5 pages in length (totaling 6000-7500 words), that will require some outside research.

Autumn- Didwania, Vikas

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 a series of reaction papers. Business Organizations and Contracts are prerequisites.

Winter- Ritchie, Stephen; Fennell, Mark

Private Law Theory

LAWS 53473- 01 (2)

This seminar addresses several topics at the intersection of private law doctrine and theory. The topics will include the following:

- The traditional 'privity principle' in contract, which holds that agreements can neither bind non-parties nor confer rights on them. (We will examine both the erosion and recent resurgence of this principle.)
- 'intent requirements' in power-conferring norms, such as conditions governing the manifestations of assent in contract law. While these requirements are generally construed "objectively" rather than "subjectively" - roughly, what is dispositive is the apparent intent of the parties, rather than their actual intent - we will consider whether and why pockets of subjective-intent requirements persist (as many contend).
- How debt obligations differ from other species of legal obligation. The inadequacy of the traditional characterization of "debt" (in terms of obligations to pay money) opens the door to a different account that appeals to the notion of "double counting".

While the instructor's orientation is philosophical, the texts will be eclectic, and will include historical sources by masterful writers (e.g., Holmes, Llewellyn, and Gilmore). The syllabus will be somewhat fluid, and responsive to the interests and capacities of the class.

Autumn- Lewinsohn, Joseph (Jed)

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 exam.

Priority will be given to 3L and LLM students.

Students who have already fulfilled the Professional Responsibility requirement may not take this class.

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 a final exam, several short response papers, and a class participation component. This seminar will fulfill the professional responsibility requirement. Winter- Koski, John; Feeney, Daniel; Weidner, Brant

Project Finance in Emerging Markets

LAWS 53417- 01 (2)

This course will explore the principles of project finance and their application to projects in emerging markets, with a particular focus on emerging markets and Latin America. The class will include various case studies and will include the review of key credit agreement principles and a discussion of common legal issues that arise in the cross-border context. The method of evaluation is based on Short presentations, short negotiating activities, analyzing agreements, and written work (approx 15-20 pages).

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 3-4 short papers, an analytical paper of at least 10- 13 pages based on a case study and class participation. Cumulatively, the writing assignments will require papers totaling 6000-7500 words. 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.

Autumn- Jacobson, Martin

Prosecution and Defense Clinic

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

The Prosecution and Defense Clinic is designed to provide students with an opportunity to learn about the criminal justice system through: (1) a 2-quarter seminar taught by a former Assistant United States Attorney and a career criminal defense attorney; and, (2) a clinical placement in either a prosecutor's office or public defender's office. The goal of the course is to familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical

and other social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic will provide students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around federal criminal cases), and hands-on experience through a clinical placement.

Each student in the clinic is responsible for securing a field placement and participating in a pre-screened placement program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Field placements will be formally supervised by coordinators within each program's office, and the faculty instructors will monitor the student's substantive work and performance in conjunction with the field placements. Students must comply with the placement's requirements regarding hours and assignments, which will be considered part of the course grade. In the placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

Grades are based on the following:

- Successful participation in the placement: 50%
- Seminar classroom participation (i.e., discussion of readings and participation in trial practice exercises, and Courtroom 302 test): 30%
- Journal entries: 10%
- 10-page practice or research paper on topic approved by instructors: 10%

There is no final exam (in either quarter) and students will earn up to seven credits for the course, depending in part on the number of hours required for the student's field placement.

Winter, Spring- Noller, Lisa; Armour, Molly

Public Choice and Law

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, including the difference between aggregating preferences and looking for right answers to questions. 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 where this

is group hiring, cost sharing, and so forth. As the course proceeds, we explore specific topics in law, such as the possibility of judicial vote-trading, the role of referenda in some jurisdictions but not others, and the role of precedent itself. Grades will be based on a final examination.

Spring- Levmore, Saul

Public International Law

LAWS 53464- 01 (3)

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

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

This seminar will have a final exam. Participation may considered in the final grading.

The required textbook for the class is the 8th edition of "The International Legal System," by O'Connell which will be released in early October. The instructor will supply readings from the 7th edition until the 8th edition is available.

Autumn- O'Connell, Mary Ellen

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. Participation may be considered in final grading.
Spring- Starr, Sonja

Race and the Law

LAWS 48214- 01 (3)

This course will explore the role that race has played in the construction of United States law, and the role that United States law has played in the construction of race. It will survey the law across time and several substantive legal areas to excavate how the law's shifting treatment of race has both shaped and been shaped by what we understand race to be. This course will have a final exam. Participation may be considered in the final grading.

Winter- Davidson, Adam

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 (6000-7500 words). Participation may be included in the 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 course will explore legal and related business issues encountered when acquiring, selling and financing commercial real estate investments, including through mortgage and mezzanine debt and will also focus on "joint ventures" and other capital aggregation vehicles. Our goal in the course is to provide you with an understanding of how an attorney can be most effective in negotiating and documenting sophisticated real estate transactional agreements. Students will learn to look at the motives, goals and roles of each party to a transaction and to make sure that the legal structure most efficiently accommodates the client's business objectives. Final grade will be based on three or four short projects and class participation.

Spring- Small, Andrew

Regulation of Banks and Financial Institutions

LAWS 43253- 01 (3)

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

This course will have a final exam. Participation may be considered in the final grading.

Spring- Robertson, Adriana

Regulation of Drug, Devices, Biologics, and Cosmetics

LAWS 43359- 01 (3)

This course explores legal and policy issues in the federal regulation of drugs, medical devices, biologics, and cosmetics. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, the conflict between state tort law and federal regulation, and a variety of other issues relating to the development and marketing of regulated products. These issues are particularly timely and important in light of the COVID-19 pandemic. The student's grade is

based on class participation and a final examination or major paper. Participation may be considered in final grading.

Spring- Bierig, Jack

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 (6000-7500 words) or a series of short papers, with class participation taken into account.

Spring- Case, Mary Anne

Religious Liberty

LAWS 53465- 01 (2)

This seminar will address the jurisprudence of, and contemporary litigation surrounding, religious liberty in the United States. This class has a final exam. Participation may be considered in final grading.

Autumn- Walsh, Ryan

Reproductive Health and Justice

LAWS 53131- 01 (3)

In 2022 we saw a once-in-a-generation seismic shift in the legal framework governing the right to obtain reproductive health care in the United States with the Supreme Court's decision in *Dobbs v. Jackson Women's Health Organization*. This course will examine the historical evolution of the right to abortion from *Roe v. Wade* through *Dobbs*, and how states both hostile and protective with regard to reproductive rights are attempting to respond since *Roe* has been overturned. It will also consider the shortcomings of legal approaches to securing reproductive health, and the critiques and insights offered by the reproductive justice movement. This class requires a major paper of 6000-7500 words. Participation may be considered in final grading.

Winter- Werth, Emily

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 (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- Afendoulis, Peter

Secured Transactions

LAWS 42201- 01 (3)

This course examines the rules governing collateral used to secure debt arising from a sale or a loan. This body of law, which applies to situations as commonplace

as the home mortgage and as commercially sophisticated as the securitization of intangible assets, addresses not only the rights of the debtor and creditor but also the rights of third parties that may have an interest in the collateral. This course takes a problems-based approach to its subject and considers the perspectives of all interested parties. The primary source of authority is Article 9 of the Uniform Commercial Code, but the United States Bankruptcy Code will also be considered when applicable. This class will have a final exam.

Autumn- Lewinsohn, Joseph

Securities Regulation

LAWS 42401- 01 (3)

This course examines federal securities regulation in the United States. Topics will include the definition of a security, registration under the Securities Act (and applicable exemptions), mandatory disclosure requirements, securities fraud (including claims arising under Rule 10b-5), and the role and powers of the Securities & Exchange Commission. Business Organizations is recommended, but not a required prerequisite. This class has a final exam.

Winter- Robertson, Adriana

Securities Regulation

LAWS 42401- 01 (3)

You will learn the law, regulations, and institutions regarding the issuance and sale of "securities" in the United States. The primary focus will be on the fund-raising process (e.g., the IPO or the private placement) covered by the Securities Act of 1933 and the regulations promulgated thereunder. This part of the course will teach you not only the substance of the law but also skills on how to read and interpret statutes and administrative regulations. Alternative fund-raising approaches--from crowdfunding to direct listings will be discussed. Securities fraud suits by the government and class-action lawyers will also be considered. This class has a final exam. Participation may be considered in final grading.

Autumn- Henderson, M. Todd

Strategic Considerations in Securities and Corporate Governance Litigation

LAWS 53395- 01 (2)

This seminar will introduce students to the most important strategic considerations that lawyers encounter in today's highly sophisticated financial services litigation. The litigators (and corporate lawyers) who concentrate in this area must function in an environment where the stakes are high, leverage is critical, and "victory" is defined by the client, not the court. Accordingly, this seminar examines the critical

questions faced in virtually every financial services litigation matter including: (1) which is the most favorable venue for this litigation, including consideration of how legal principles vary jurisdiction by jurisdiction; (2) how does Directors and Officers Liability insurance impact the litigation, itself; (3) strategic considerations relating to the composition of the board and use of special litigation committees; (4) how dispositive motions can be used to, at a minimum, best frame and limit the litigation; (5) how derivative and class certification mechanisms can be used to narrow or defeat claims; (6) how to use the timing and positioning of mediation to produce a favorable result for the client; (7) who of your pool of potential experts should be identified, on what topics, and when to maximize chances of success; and (8) what is jury research and what role does it play in making thematic and settlement decisions. To further the student experience, we will supplement our sessions by bringing some of the nation's top practitioners in fields like jury research, D&O insurance, mediation and/or damage analysis to share their years of expertise drawn from real world situations. Grading will be based on class participation and two relatively short papers (under 10 pages) which will focus on discrete topics covered in class and in the reading assignments. Each paper will count for approximately 30% of your grade, and the remaining 40% will be based on class participation.

Spring- Feirson, Steven; Jacobsen, Joni

Strategies and Processes of Negotiation

LAWS 81002- 01 (3)

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

Winter- Wu, George

Structuring Financial Instruments

LAWS 53223- 01 (2 TO 3)

This seminar introduces tax, legal, accounting and economic principles relevant to the structuring of complex financial instruments-from forwards, swaps and options to convertible bonds and other securities with embedded derivatives. Throughout

the seminar, different products designed to achieve similar economic goals will be examined to highlight the significance of structuring choices and the range of techniques available. For example, there are various products that can be used to approximate the economics of buying an asset, without an actual purchase of that asset. The seminar will examine how these products are treated differently for tax, securities law, commodities law, bankruptcy, accounting and other purposes, notwithstanding their economic similarity. Students will develop the ability to optimize transactions by selecting among existing financial instruments or inventing new ones. The seminar will also include discussion of policy issues. No specific prerequisites, but introductory income tax recommended, and knowledge of securities law and bankruptcy law helpful. The seminar will be assessed via a) a series of reaction papers (2 credits) or b) via a full-length research paper of 6000-7500 words (3 credits and has the potential to satisfy the Writing Project requirement). Class participation and attendance will be considered in the final grading.

Spring- Sussman, Jason

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions

LAWS 43225- 01 (3)

Course covers tax, legal, & economic principles applicable to series of interesting, complex, current entrepreneurial transactions, utilizing venture capital (VC) or private equity (PE) financing, including (1) new business start-up, (2) growth-equity investment in existing business enterprise, (3) leveraged buyout of private or public company (including going-private transaction), (4) use of both double-tax C corp and flow-through single-tax S corp, partnership, or LLC for variety of VC or PE financed transactions, (5) devising equity-based exec comp program, (6) PE financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled corp's NOL post-restructuring, (7) exit scenarios for successful VC or PE financed enterprise (such as IPO, series of SEC rule 144 stock sales, sale of company, or merger of company into larger enterprise), & (8) forming VC, PE, or LBO fund.

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

No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, & knowledge of corp law, securities regulation, bankruptcy, & accounting helpful. However, course book & course book appendix contain sufficient discussion & supplemental material so student can (with careful reading) adequately comprehend these topics. Grade based on final in-class examination. Instructor consent not required.
Spring- Ritchie, Stephen; Carew, Mike

Technology Policy

LAWS 53287- 01 (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>
Winter- Picker, Randal

Technology Transactions

LAWS 53478- 01 (2 TO 3)

Commercializing intellectual property and technology is a central part of our economy, around which lawyers play a critical role. This course will serve as a practical guide to technology transactions, through which students will learn how to counsel clients and negotiate and draft contracts on the client's behalf. Through hands-on practical exercises and simulations, students will be introduced to the typical work of technology transactions lawyers and learn foundational concepts and skills, such as technology deal structures and how they are papered, the anatomy of intellectual property and technology contracts, working as outside counsel with client teams consisting of in-house lawyers and business units, and the nuances of advising effectively from a legal and business perspective, both in writing and verbally. Through this course, students will develop not only technical lawyering skills but also the professional skills necessary to be a trusted advisor on technology transactions. This class has a final exam (2 credits) or student may choose to write a major paper (6000-7500 words) for 3 credits.
Spring- Bass, Danielle

The American Prosecutor: Power, Criticism, and Reform

LAWS 53476- 01 (2 TO 3)

Prosecutors are dominant actors in the U.S. criminal legal system. This course centers on the role of the prosecutor and draws upon both theoretical scholarship

and empirical studies. This course also reflects on the rise of the progressive prosecutor movement and other recent calls to reform prosecutor practices. Students can pick between a series of shorter papers or one longer paper each totaling 6000-7500 words.

Spring- Shaffer, Hannah

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.

Autumn, Winter, Spring- Casey, Anthony

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

LAWS 53282- 01 (2 TO 3)

This seminar examines the legal and intellectual history of debates concerning U.S. constitutional law and politics between the War of 1812 and the Civil War, approximately 1815 to 1861. Topics to be discussed include the federal-state relationship, the commerce power, internal improvements, the market revolution, federal and state regulation of slavery, the role of the federal courts, and the development of national identity.

This class will be variable 2-3 credit. Students who wish to earn 2 credits will be required to complete reaction papers. Students who wish to earn 3 credits must either do the reaction papers plus a 10-12 page paper, or just complete a larger paper (no reaction papers) that is 6000-7500 words long. Class participation will also be considered in final grading.

Spring- LaCroix, Alison

The Law and Behavioral Economics of the Internet and Tech Industries.

LAWS 53454- 01 (2 TO 3)

The Internet and other scaled technologies are contributing to economic growth that exceeds the pace of the Industrial Revolution of the 1800s. The Internet is not only transforming the global economy, creating enormous value for companies, investors and consumers, but is also transforming our daily lives. Fueled by the unprecedented growth of private and public technology companies like Apple, Google, Amazon, Alibaba, Facebook, Tesla and others, the technology economy has captured the imagination of the world. As major technology companies battle to control the underlying tech platforms, there is also an unprecedented number of start-ups valued at more than a billion dollars that are trying to disrupt every sector of the economy. The emergence of these highly funded and valued companies may imply seismic changes in how companies are built, financed and compete and how industries are formed going forward. This class seeks to explore many of the current trends taking place in the Internet and technology ecosystems, with an emphasis on industry analysis, strategy and the application of a range of fields from law, policy, finance, economics, game theory, history and psychology, to analyze the strategic decisions and interactions of firms within the ecosystem. We will rely mostly on business and legal cases, publicly available documents, and current news to assist in our discussions. Students should end the course with more confidence applying legal and business skills learned in other courses into marketplaces that are dynamic and uncertain and with a deeper insight into the sector.

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 of Corporate Purpose

LAWS 53477- 01 (2)

An ever-increasing flow of capital into Environmental Social Governance (ESG) investment funds has inspired private ordering that looks to shareholder proposals, institutional investor agendas, proxy voting guidelines, and ESG ratings as tools for mitigating the public impacts of corporate activities. A new generation of shareholders departs from wealth-maximizing norms and professes to care about corporate impacts on environment and society. Their investment practices and expectations challenge the traditional terms of corporate governance. This seminar surveys leading theories of corporate purpose, examines various private law efforts to promote corporate stakeholderism, and interrogates challenges that arise through the pursuit of social welfare using the tools of corporate law and

governance. This class requires a series of reaction papers. Participation may be considered in final grading. Prerequisite: Business Organizations.
Spring- Saad, Aisha

The Law, Politics, and Policy of Policing

LAWS 53363- 01 (2 TO 3)

In the wake of several highly publicized incidents of police brutality, the American public is engaged in substantive debate over modern policing strategies and tactics and how best to achieve public safety while respecting the rights and dignity of all citizens. This course will provide an overview of the public safety challenges facing large, urban police organizations. With the legal framework as a foundation, students will discuss the policy and political considerations relevant to key policing strategies. Starting with readings that provide the historical perspective on policing, each week will focus on a distinct policing strategy or policy challenge, including topics such as crisis intervention, national security, and gun violence. Some classes may include invited guest speakers. Students can do an exam and a 10-12 page paper to earn 3 credits, or they can do exam only for 2 credits, or major paper (6000-7500 words) for 3 credits with possible SRP credit. Participation may be considered in final grading. Criminal Procedure is suggested as a pre-requisite, but not required.

Spring- Fairley, Sharon

The New Abolitionists

LAWS 53441- 01 (3)

This seminar will discuss the current movement to abolish police, prisons, and the prison industrial complex more broadly. We will read the work of academics and activists like Mariame Kaba, Allegra M. McLeod, Ruth Wilson Gilmore, Angela Davis, and others, who are writing within and about this movement. We will read these works with an eye toward the answers to four broad questions: What is abolition? Why is abolition necessary? How will abolition come about? What does a post-abolition world look like? In seeking answers to these questions, the seminar will consider what role law has to play in either advancing or hindering this modern abolitionist movement.

This class requires a series of research papers (6000-7500 words). Participation may be considered in final grading.

Spring- Davidson, Adam

The Role and Practice of the State Attorney General

LAWS 53404- 01 (3)

All 50 States and the District of Columbia have an Attorney General, each of whom enjoys broad discretion over a range of legal issues. This seminar will address the institutional role of these officials, including their status within their respective state systems and their relationship to the federal government. The course will also address a host of critical and often controversial areas-including civil rights, criminal justice, consumer fraud, and environmental regulation-where state Attorneys General have come to play a leading role on the local and national stage. Students will be graded based on class participation and a final paper (6000-7500 words).

Spring- Madigan, Lisa; Scodro, Michael

The University of Chicago Law Review

LAWS 94110- 01 (1, 1, 1)

The Law Review publishes articles and book reviews by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars.

Students gain access to participate as a staff member via the Write-on Competition (which includes a Grade-on component) or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.

For more information on the Law Review, visit lawreview.uchicago.edu.

Autumn, Winter, Spring- 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.
Autumn, Winter, Spring- 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.

Spring- 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 concepts of risk assessment and risk management. Next, the course will look at common law approaches, including theories of liability, causation, admissibility of evidence, proximate cause, damages, and defenses. The course will then review in-depth federal laws to address these issues, such as statutes that cover solid and hazardous waste (RCRA and CERCLA (Superfund)) and 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.

Participation may be considered in final grading. This class requires a series of research papers (6000-7500 words).

Winter- Templeton, Mark

Trade Secrets and Restrictive Covenants

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. This class also requires a series of reaction papers. Participation may be considered in final grading.
Winter- Sieve, Brian; Slade, Michael

Trademarks and Unfair Competition

LAWS 45701- 01 (3)

The course covers federal and state doctrines governing trademarks and rules designed to protect against 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 "proportization" of trademark law, First Amendment defenses, common law misappropriation, right of publicity, and FTC law. Grades are based on a final examination. Participation may be considered in final grading.
Winter- Ben-Shahar, Omri

Tragedies and Takings: Selected Topics in Land Use and Resource Allocation

LAWS 53462- 01 (3)

This seminar will examine dilemmas in the use of land and other resources from legal, theoretical, and policy perspectives. We will start with the familiar tragedy of the commons, and then turn to the literature on anticommons and semicommons regimes. With those templates in mind, we will examine how issues such as land assembly, conservation, and urban policy might be addressed, with a particular focus on the challenges of managing conflict and change over time. We will consider eminent domain and its alternatives, and will also spend significant time on the case law and theory surrounding implicit takings (including physical takings, regulatory takings, and judicial takings). The student's grade will be based on a paper (6000-7500 words) and class participation. Students who fulfill the class requirements will be eligible for a WP. To receive an SRP, students must meet additional requirements, including timely submission of an initial draft for purposes of receiving feedback. Property is a recommended prerequisite but not required.
Winter- Fennell, Lee

Transgender Rights & the Law

LAWS 53466- 01 (2)

This seminar examines the treatment of gender identity in the U.S. legal system. The course emphasizes historical and social construction of transgender and gender nonconforming identities and the regulation of them and protections based on such actual or perceived identities. This course emphasizes statutory criminalization and protections as well as constitutional jurisprudence and theory with a particular focus on equal protection, due process, and eighth amendment guarantees. Topics covered include criminalization of gender expression, medicalization of gender, access to health care, the definition of sex under the equal protection guarantee and statutory nondiscrimination provisions, issues regarding access to sex-segregated facilities and activities, public and private workplace concerns, as well as current legislative developments. This class requires a series of reaction papers.

Participation may be considered in the final grading.

Spring- Ingelhart, Kara; Cone-Roddy, Emma

Trial Advocacy

LAWS 81010- 01 (2 TO 3)

This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will be by lecture, demonstration, and exercise (including a mini-trial). Students who have taken the Intensive Trial Practice Workshop (LAWS 67503) may not take Trial Advocacy (LAWS 67603). An understanding of the Federal Rules of Evidence is preferred but not a prerequisite. Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, and one or more written assignments. Enrollment is limited to 12 students.

Spring- Cohen, Jay

Trusts and Estates: Wealth Management and Transmission

LAWS 45211- 01 (3)

This course examines the law and practice of private wealth management and transmission, typically within the family and often across generations. Among the topics covered are: (1) the policy basis of inheritance and the changing character of intergenerational wealth transfer; (2) intestate succession; (3) the execution and revocation of wills; (4) the rise of will substitutes, including revocable trusts, life insurance, and pension and retirement accounts; (5) spousal protection against disinheritance; (6) the creation, modification, and termination of trusts; (7) the

particular rules applicable to charitable trusts; (8) the fiduciary duties of trustees, the principles governing trust investments, and the emerging use of directed trusts; and (9) the nature of a beneficiary's interest in trust, the range of the trustee's discretion, and the rights of a beneficiary's creditors, with special reference to discretionary, spendthrift, and asset protection trusts. The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized. The final examination will be open book.

Participation may be considered in final grading.

Winter- Gallanis Jr, Thomas

U.S. Supreme Court: Theory and Practice

LAWS 50311- 01 (3)

This seminar will provide an in-depth look at the U.S. Supreme Court, with particular emphasis on the skills required to practice successfully in that forum. Students will not only discuss the Court as an institution, but they will also hone skills needed to navigate the certiorari process and to brief and argue before the Court. In addition to class participation, students will be graded on a legal brief (6000-7500 words) and a moot court presentation.

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, but not required. Students' grades will be based on a three-hour examination.

Winter- Roin, Julie

University of Chicago Business Law Review

LAWS 94140- 01 (1, 1, 1)

UChiBLR publishes articles 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 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. Autumn, Winter, Spring- Casey, Anthony

Workshop: Constitutional Law

LAWS 63612- 01 (1, 1, 1)

This workshop will have meetings in the fall and spring quarters, with a total of nine meetings; students will be enrolled in the workshop for 1 credit for three quarters in autumn, winter, and spring as the work will span the three quarters. The workshop exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted principally to the presentation and discussion of papers from outside speakers. Grading is based on a final paper (6000-7500 words) plus class participation and the submission of a brief set of discussion questions for each visiting speaker's paper. Each student's final paper should be connected to one of those speakers' papers--for example, replying to it, or building on an idea within it.

Autumn, Winter, Spring- Starr, Sonja; 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. Students may either write reaction papers across all three quarters, or write a single major paper (students interested in academic writing in law and economics may use the latter option to develop their ideas). Students enrolled in the workshop receive three credits with either method of evaluation; 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)

Autumn, Winter, Spring- Robertson, Adriana

Workshop: Law and Philosophy: Political Realism

LAWS 61512- 01 (1, 1, 1)

The Workshop will introduce and assess "political realism," both its history (in figures like Thucydides and Machiavelli) and its contemporary manifestation (in writers like Bernard Williams and Raymond Geuss), often framed in reaction to the approach to political philosophy associated with John Rawls. Alison McQueen (who will be speaking at the Workshop) characterizes political realism in terms of four central ideas: (1) politics is a distinct realm, with its own norms; it is not simply applied moral philosophy; (2) "politics is agnostic or conflictual," a fact that arises from various possible causes: "human nature and the limits of rationality, competing identities and interests, and value pluralism"; (3) "the requirements of order and stability" take priority "over the demands of justice," precisely because the former cannot be taken for granted and are difficult to maintain; and (4) realists reject approaches to politics that "fail to take seriously the psychological, sociological, and institutional constraints on political action." Workshop sessions will explore and complicate this picture of political realism, as well as try to assess the merits of this as a position in theorizing about politics; connections with legal realism in jurisprudence will also be discussed. Speakers will include Alison McQueen, William Galston, Matt Sleat, Enzo Rossi, Alex Worsnip, and the instructors, among others. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.
Autumn, Winter, Spring- Leiter, Brian; Burelli, Carlo

Workshop: Legal Scholarship

LAWS 68711- 01 (3, 1, 2)

This workshop is designed for students (including JSDs and LL.Ms) 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. 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 papers and class participation, the full year version grade depends on the written paper (6000-7500 words) 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 TO 1, 0 TO 1, 1)

Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and post questions to the online discussion board. The Public Law Workshop will meet on alternating Tuesday afternoons throughout the year. Enrollment in the Public Law Workshop is compatible with enrollment in the Law & Economics Workshop, because the two will never meet on the same day. However, students enrolling in the Public Law Workshop should check to make sure that they do not intend to take other Tuesday afternoon courses during any quarter throughout the year that would overlap with the Workshop. A series of reaction papers will be required for this workshop.

Autumn, Winter, Spring- Bradley, Curtis; Ginsburg, Thomas; Masur, Jonathan; McAdams, Richard; Baude, William

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 (6000-7500 words) 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 exam.

Autumn- Duquette, Elizabeth; Erbacher, Ariel



FACILITIES

THE LAW SCHOOL

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

The Quadrangle surrounds an outdoor plaza and 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 Library, numbering over 700,000 print volumes, includes United States and common law collections, civil and international law collections, current and historical sources of law and commentary, and casebooks and study supplements supporting 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 various disciplines and access to all of the major legal databases, including LexisNexis, Westlaw, Bloomberg Law, Hein Online, and Wolters Kluwer VitalLaw, among others. Wireless network availability throughout the building and login connectivity 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 and online consultations and via the D'Angelo Law Library's webpage, at www.lib.uchicago.edu/law/. D'Angelo staff members work closely with patrons to locate materials throughout the University of Chicago Library system, online, and worldwide. D'Angelo reference librarians are also legal research instructors, through the 1L Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for legal practice.



STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

More than seventy student organizations serve a variety of student interests at the Law School, including organizations devoted to scholarship and legal practice (e.g., the four 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 in print and more often online 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 cutting edge 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 Policing the Police; Law and the Disruptive Workplace; Law and Urban Institutions Ten Years After *The Wire*; Law in the Era of #MeToo; What's the Harm? The Future of the First Amendment; Law for the Next Pandemic; and The Body. 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 publishes twice yearly in print, in the fall and spring, and in the summer and winter, publishes additional

articles online. In the winter quarter, students and supervising faculty hold a symposium from which to derive scholarship and to foster debate about the role and future of international law.

The *University of Chicago Business Law Review*, founded in 2021, is the Law School's newest journal. It publishes twice a year and is managed and edited by students. *UChiBLR* publishes articles covering business, corporation, and securities law, and related policy issues. Editors encourage authors to submit articles that are interdisciplinary in nature, particularly those that focus on economic analysis. In addition, journal members provide useful commentary about Delaware law by writing updates, summaries, and analysis of significant developments. Student editors also organize a Symposium every other year from which to draw potential scholarship. The symposia focus on new themes in business law.

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 typically constitute the Hinton Moot Court Board and organize and run the competition.

Students writing comments for any of the four 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 Latinx Law Students Association, a local chapter of a national organization concerned with the interests of Latinx 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), 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.

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 several on-campus interview programs, with approximately 400 employer offices in the August program, followed by a virtual Public Service Interview Program, a smaller winter program for 1Ls, and ad hoc interviews arranged at employer request. 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. Approximately 4,000 term-time, summer, and permanent jobs are posted for students and alumni annually through our web-based job postings service. 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.

99 percent of the Class of 2021 found employment within the tracking period, and the remaining two students chose to pursue an advanced degree. Of those employed, almost 58 percent entered private practice, more than 30 percent obtained judicial clerkships, 8 percent obtained positions in public service and government, and almost 3 percent entered business. During the summer of 2021, all of our 1Ls and 2Ls were employed. For the Class of 2022, most primary opportunities – more than 86 percent – were in the private sector, almost 12 percent of the class worked with government agencies and public interest organizations, 1.4 percent were in the corporate sector, and 0.5 percent were research assistants for faculty. For the Class of 2023, almost 30 percent of the class worked for government agencies or public interest organizations, almost 29 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 26.5 percent of this class worked in the private sector at a law firm or business, and more than 15 percent accepted judicial internships.

PUBLIC SERVICE 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 who specialize in public interest law advising 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, the Chicago Area Law School Consortium Public Interest Organization Reception, and the Midwest Public Interest Law Career Conference. Each year, many public service employers recruit our students, including by participating in our virtual Public Service Interview Program, or posting opportunities for 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.

JUDICIAL CLERKSHIPS

Chicago students are encouraged to consider completing their law study with the capstone experience of a judicial clerkship following graduation. A judicial clerkship offers a unique and challenging post-graduate opportunity to develop a relationship with a judge, to observe lawyers "in action," and to reflect on many of the novel legal issues of our time. In addition, for those interested in academic careers, a judicial clerkship can be an important credential. Students interested in applying for judicial clerkships are aided by a faculty committee, the Office of Career Services, faculty and their assistants, programs, and resources in the Office of Career Services.

Our clerkships reflect the diversity of both our faculty and our student body. Our newly-minted graduates and alumni clerk throughout the country, in every part of the federal judiciary and in many state courts as well. Every year, it is the goal of the faculty and staff at the Law School that any student or alumnus who chooses to apply secures a clerkship, and we do everything we can to help make that happen. Each year, more than 100 students and alumni accept judicial clerkships.

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 with the support of the Office of Career Services. 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 computer kiosks with printers on the 2nd, 4th, 5th, and 6th floors of the Law Library. Students may use these kiosks to print, access email and the Internet, and use their LexisNexis, Westlaw, and Bloomberg Law accounts.

Most study areas in the D'Angelo Library are wired for connection to the campus network. Wireless network access is also available throughout the Law School. Any

student with a properly configured computer can access email, the Internet, the Library's catalog and online resources, and licensed research databases.

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).

MEAL SERVICE

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

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, testing and surgical procedures. Additionally, the insurance must cover medical care provided in the Chicago area for both emergency and routine, non-emergency medical situations (or, if the student will not be in Chicago, it must provide this coverage wherever the student will be residing and studying during the academic year). In keeping with this requirement, each year all students registered in an insurance-required program are enrolled in the University Student Health Insurance Plan (U-SHIP). Students who are eligible to waive out of U-SHIP coverage and wish to do so must affirm possession of alternate comparable coverage before the enrollment/waiver deadline. Students who do not enroll in or waive the student insurance plan by the deadline will by default be enrolled in U-SHIP and remain enrolled in U-SHIP through the end of the plan year, and thus will be responsible for the annual premium, which is billed quarterly. For additional information about the U-SHIP plan, please visit <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 (proof of two doses is required), tetanus/diphtheria/pertussis (proof of three doses is required), and Meningococcal (under age 22). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. After the third Friday of the first quarter of enrollment, those students who are not yet compliant will have their subsequent registrations restricted and will not have their restriction lifted until they have become compliant with the immunization requirement. The Law School cannot provide an exemption to this Illinois state requirement, nor is the Law School able to assist in obtaining an appointment to receive needed immunizations. Student are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc.

All University of Chicago students are required to be fully vaccinated for COVID-19. This requirement applies to all students participating in in-person classes, research, or other activities in the U.S., with exemptions for religious or medical

reasons. Proof of vaccination through medical records (or vaccine certification card) is required. Further details will be provided on the UChicago Student Wellness website.

Students may contact the Student Health Service at 773.834.WELL 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. 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 Privileges
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Inventions and Discoveries
- Safety and Appropriate Use of Facilities
- Foreign Corrupt Practices Act Policy



FINANCIAL INFORMATION

FEES

Application Fee. An application fee of \$90 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 2022-2023 is \$73,185 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 \$34,878 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

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

Applicants requesting loan assistance should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for

need-based scholarship funds from the Law School must also submit the UChicago Need Application.

SCHOLARSHIPS

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

LOANS

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

LL.M. STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$95,925 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

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). 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).

APPLICATION PROCEDURE AND ADMISSIONS POLICY

Admission to the Law School is based on a careful, holistic 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. The application fee is \$90 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. For more information and guidance on the required application materials, please visit www.law.uchicago.edu/jdapply.

Financial Aid. The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants admitted to the Law School who wish to have financial need factored into their evaluation for scholarship aid must complete either the FAFSA or UChicago Need Application, as applicable. Please visit www.law.uchicago.edu/financialaid for additional information and applicable deadlines.

Interviews. The Admissions Committee may invite applicants to interview but does not grant requests from applicants for interviews. All interviews are virtual.

Joint and Dual Degrees. Dual degrees are available with any University graduate or professional division. Applicants interested in the accelerated three-year or four-year JD/MBA must submit the joint application located at www.chicagobooth.edu/mba/joint-degree/jd-mba. Applicants interested in any other dual degree program 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) for more details on how to plan your visit to the Law School.

Applicants with Disabilities. Applicants with disabilities in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773.702.9484 or by emailing admissions@law.uchicago.edu with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission 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 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, 2021-2022

DEGREES CONFERRED BETWEEN SUMMER 2021 to SPRING 2022

FOR THE DEGREE OF MASTER OF LAWS

Abdulaziz Fahad Alaskar	Kwan Yuen Iu
Munirah Almulhim	Maria Dolores Jimenez Calderon
Paavni Anand	Ming Juan
Aroob Ansar	Marcela Junqueira Cesar Pirola
Sven Asmussen	Spyridon A. Kalogeropoulos
Sarah Bakchi	Peilin Kang
Pegah Banihashemi	Anna Evelina Karlsson
Rosario Paz Becker Seco	Fabian Kratzlmeier
Marc Bircher	Franziska Lange-Schliueter
Elizabeth Boulos	Heewoong Lee
Fangfei Cai	Jose Manuel Llamazales
Yui Yin Alvin Cheung	Enrique Lopez Scherer
Charu Chitwan	Tiago Molina Ferreira
Juan Jose Crespo	Juliana Maria Molinelli
Yuka Daimon	Pamela Midori Morales Nakandakari
Thadeu Henrique de Almeida Buarque Bretas	Adrian Moreno
Enrico Drigani	Yuki Mori
Christoph Eichinger	Olga María Mutis Ordóñez
Joaquin Gallastegui Rodriguez	Ana Paula Novoa
Charlotte Garcia-Moreno	Rino Ohkawa
Eleni Amalia Giannakopoulou	Bruna Pavanello
Nicole Gresati Fernandez	Maria Cristina Pezzullo
Hiroto Hayashi	Julian Pricking
Ana Maria Herrera	Giovanna Rennó Duque
Yurika Inoue	Yutaro Saito
Kentaro Isogai	Yared Salgado Solórzano
	Francisco José Sama

Masataka Sato
Christoph Schoppe
Negar Shaban
Maiko Shinoto
Yiwei Sun
Stanislaw Szemplinski
Chunhapak Taechakumtornkij
Tetsuya Tamura
Rodrigo Valencia Navarro
Justitia Avila Veda
Jose Felix Villafuerte Mendoza
Andres Vodanovic

Tzu Pao Wang
Zhen Wang
Wanawat Wechakit
Ian James Wilkinson
Raphael Wyss
Ahmet Gediz Yerlikaya
Feifei Yi
Maki Yoshino
Nicolle Zennaro Buarque Bretas
Yiyuan Zhang
Yuxuan Zhao
Ziyue Zhou

FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Kaneesha Rene Johnson

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Filippo Maria Lancieri
Yali Peng

Ziv Schwartz
Hanock A. Spitzer

FOR THE DEGREE OF DOCTOR OF LAW

Hannah Storm Abrahams
Haim Ariel Aiash
Franchesca Isabel Alamo
Anthony Cooper Alessi*
Blake H. Altman
Alonso Aquije*
Willy Aquino
Marisa Josephine Ball
Kathryn Elizabeth Banks

Edmund Thurstan Roger Bannister
Tasbiha Batool
Viranpal Singh Batth
Sean James Iams Beecroft
Alexander Paul Beer
Nena Victoria Benavides****‡
Isabella Bergonzoli Jaramillo*
Jordan Allan Block
Anna Foley Boardman

Wilson Paul Boardman
Brian S. Bornhoft*
Jacob Botros
William L. Boudreau*
Alexandra Jane Bright*
Nicole Marie Briones§
Eleanor F. Brock
Liam Alexander Brown
Rachel Leigh Brown
Mitchell Evan Caminer
Garry Canepa
Ryne Matthew Cannon***‡
Samuel R. Capparelli*
Timothy James Carey, Jr.
Austin Michael Clark Carsh*
Angela Chang***‡
Jennifer Nien-Hwa Chang
Kevin Andrew Chapman***‡
Yujin Rosa Chong
Tawkir Chowdhury*
Griffin A. Clark
Robert Stephen Clark***‡
Jess Alexander Clay
Jason H. Clayton***‡
Sarah Devorah Cohen***‡
Sterling B. Coleman-Selby*
George Riley Colligan*
Jonathan David Concepcion
Kyra Mae Cooper
Christopher Michael Crum
Alexandra Smith Cullen
Lina Dayem*
Evan M. De Ycaza
Miles O'Brien Dearden
Tony Gondolfo Dechario

Sophie Anne Desch
Lazaro Donis Munoz
Clare Marlow Downing*
Katya El Tayeb
Joshua Thomas Ellis***‡§
Ross Ewing*§
Stephen Alexander Ferro*
Jake Anthony Ferzacca
Austin Alexander Feuer
Darby Elaine Findley
Hannah Brittany Fisher
Joshua Alex Fox*
Emily Caroline Snell Freeman*‡
Julian Edward Leslie Gale
Travis Jamaal Gidado§
Emma K. Gilmore
Meera Sarina Gorjala*
Natalie Marie Granda
Alexandra Bonner Green
Kelly Gregg***‡
Natalie Nicole Griffin*‡
Salim Hafid
Kiyon Hahm
Alexandra Williams Hale
Nicholas H. Hallock*‡
Rebecca J Hansen***‡
Jacqueline Frances Horwitz*
Richard Henry Howell
Conley Karlovic Hurst*
Megan Christina Ingram
Simon David Jacobs***‡
Felix Jen*
Irene Jeon
Yiwei Jiang***‡
Jacob Edward Johnson

Kimberly R. Johnson*	Alexander M. McNamara
James E. Jones	Alexander Christian Meade*
Meena Kandallu*	Henry Visser Melville
Reagan Woodson Kapp	Hunter Andrew Michielson
Briana C. Katinic	Samuel Evan Milner****‡
Rachel Ilyssa Katzin	Alexander Thomas Minuete Lovrine
Crofton Kelly*	Sophie Talin Mirzaian
Sicily Maleva Kiesel	Jacob Lee Mitchell*
Carol JiEun Kim	Ryann Esther Moelis
Lyudmila Kirichenko	Dylan Moore
Jordan Julius Kleist*	Savannah Leigh Mora
Rekha Subhashini Korlipara	Silvia Daniela Moreno
Kyle Anthony Kreider*§	Eduardo Manuel Morera
Dashia Shi-Xian Kwok§	Michael W. Morgan
Kelsey Lynn Laabs§	Alec Fredrick Mouser**‡
William Peter Ladas*	Jeffrey M. Murphy
Daniel Alejandro Lastres	Rachel Sophia Murphy
Thomas Francis Lawton	Elena Musz*
Elise Marie LeCrone	Kelsey L. Nelson
Yanna Lee	Molly Elizabeth Nelson
Gwendolyn Hope Lemley*	Remilekun S. Ogunsanya
Andrew Phillip Leonard**‡§	Elisabeth Temitayo Ojo
Anthony Joseph Leyh	Maria K. O'Keeffe
Jennifer Ronghui Lin	Daniel J. Oppenheimer
Kimberly Liu	Parth Yatin Patel*
Angel Ronette Lockhart	Jacob R. Pavlecic
Katherine F. Luo	Ryan Gregory Peaslee*
Sara E. Maier	Julia M. Petsche*
Connor Mallon	Jason Alexander Petty*
Benjamin Samuel Mann	Marissa Ashlyn Piccolo*
Mark Robert Marzziotti	Dylan C. Platt
Syed S. Matin	Jasper S. Primack*‡
Keila Marie Mayberry	Delaney Cathleen McComb Prunty
Kelly C. McGee*	Suzannah Abigail Richmond Ranzo
Christian McGuire	Zachary Brennan Reger

Samuel S. Renner
Luke David Riel
Christine Dolores Robb*§
Victoria Grace Rose
Laura K. Russell
Itka Shira Safir
Alec Zenaido Sandler*
Nicholas Vincent Sardi*§
Hallie Saunders*
Julian Guido Savelski
Kathleen C. Schmidt
Benjamin James Schroeder**†
Karishma Atul Shah
Samantha Elizabeth Sherman**†
Nancy Sheu
Samantha Nicole Silva
Adam C. Simon
Louise Kathleen Simpson
Eric Paul Singerman*
Tamara S. Skinner*
Spencer A. Slabaugh
Mikaila Veta Smith*
Rachel E Smith**†
Erin Michelle Smith-Lanyon
Michael C. Springer-Ingram
Lauren Sage Spungen*
Alan Joe Steiner*
Summer Charis Stevens
Amber S. Stewart§
Leonor Beatriz Suarez
Joshua Alexander Sullivan
Daniel Sung
Caitlan Marissa Sussman
Bailey Hawkes Swainston

Robert P. Taglia
Mi Amy Tang
Alberto Paolo Tohmé
Luz Tur-Sinai Gozal
Cullen Blair Tyndall*
Amanda Van Auken*
Spencer Jackson Velarde§
Caroline Anne Veniero**†
Henry Walter**†
Claudia Wang
Ryan Thomas Wheless
Fleet Russell White III
Steven Joseph Wickman
Ellen Anka Wiencek*
Natasha Maria Wiltz
Tyler Marshall Wood**†
Candice J. Yandam Riviere
Joshua Payam Yasmeh*
Kaylee Marissa Yocum§
Chloe M'Lynn Zagrodzky*
Andrew K. Zeller*
Carol Tianyue Zhang
Junqiao Zheng*
Erik Ray Zimmerman

* 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 2021-2022

American University	5	Catholic University of Uruguay	1
Amherst College	4	China University of Political Science and Law	1
Anahuac University	1	China University of Science and Law	1
Arizona State University	6	The Chinese University of Hong Kong	2
Auburn University	2	Claremont McKenna College	3
Australia Defense Force Academy	1	Clemson University	1
Ball State University	1	Colgate University	1
Barnard College–Columbia University	4	College of William & Mary	5
Bates College	2	The College of Wooster	2
Baylor University	1	Columbia University	13
Beijing International Studies University	1	Connecticut College	1
Beloit College	1	Cornell University	15
Bethany College	1	CY Cergy Paris University	1
Binghamton University	1	Dartmouth College	5
Boston College	1	Drake University	1
Boston University	2	Duke University	13
Bowdoin College	2	Eckerd College	1
Bowling Green State University	2	Elmhurst College	1
Brigham Young University	7	Emory University	4
Brown University	14	Florida State University	3
Bryn Mawr College	1	Fudan University	1
Bucerius Law School	1	Furman University	1
California Institute of Technology	1	Gazi University Law Faculty	2
Calvin College	1	George Washington University	4
Carleton College	3	Georgetown University	7
Case Western Reserve University	2	Georgia Institute of Technology	1
Catholic University of America	1		

Grove City College	1	New York University	6
Hamilton College	1	Northeastern University	9
Harvard Law School	1	Northwestern University	16
Harvard University	11	Oberlin College	1
Haverford College	1	Occidental College	1
The Hebrew University of Jerusalem	3	The Ohio State University	6
Hillsdale University	2	Oregon State University	1
Howard University	3	Patrick Henry College	3
Indiana University	2	Peking University	1
Instituto Tecnológico Autónomo de México	2	Pennsylvania State University- University Park	2
Istanbul University	1	Pitzer College	1
Jackson State University	1	Pomona College	1
Jilin University	1	Pontifical Catholic University of Chile	1
Johns Hopkins University	7	Pontificia Universidad Católica Argentina	1
Judicial Research & Training Institute	1	Pontificia Universidad Católica de Chile	1
Kansas State University	1	Pontificia Universidad Católica del Perú	1
Keio University	1	Pontificia Universidad Javeriana	1
Kent State University	1	Pontificia Universidade Católica de São Paulo	2
King Saud University	2	Princeton University	8
King's College	1	Purdue University	3
Kyoto University	1	Renmin University of China	1
Loyola University Chicago	2	Rhodes College	1
Luis Guido Carli University	1	Rice University	8
Macalester College	1	Ruhr University Bochum	1
Marquette University	1	Rutgers University	1
McGill University	3	Santa Clara University	2
Miami University	3	Scripps College	1
Middlebury College	2	Seoul National University	1
Millsaps College	1	Shahid Beheshti University, Tehran	1
Morehouse College	1		
National Law University, Jodhpur	1		
National Taiwan University	4		

Shanghai University of Political Science and Law	1	Universidad Católica Santa María La Antigua	1
Sichuan University	1	Universidad de Chile	1
Soochow University	1	Universidad de Lima	1
Sorbonne University	1	Universidad de los Andes	1
Southern Illinois University Edwardsville	1	Universidad Externado de Colombia	1
Southern Methodist University	3	Universidad Iberoamericana	1
Spelman College	2	Universidad Nacional Autónoma de México	1
St. Johns College	1	Universidad Panamericana	2
St. John's University—Queens	1	Universidade de São Paulo	1
Stanford University	14	Universidade do Estado do Rio de Janeiro	3
State University of New York at Binghamton	1	Università Cattolica del Sacro Cuore	1
State University of New York at Oswego	1	Universität Passau	1
Swarthmore College	5	Universität zu Berlin	1
Tel Aviv University	1	Université libre de Bruxelles	1
Temple University	1	Université Saint-Joseph de Beyrouth	1
Texas A&M University	4	University College, Oxford	1
Texas Tech University	1	University of Akron	1
Thammasat University	2	University of Alabama	8
Trinity College	1	University of Alaska—Anchorage	1
Truman State University	1	University of Arizona	3
Tsinghua University	2	University of Arkansas	1
Tufts University	4	University of Athens	2
Tulane University	3	University of Bayreuth	1
Turkish Military Academy	1	University of California—Berkeley	19
Union College	1	University of California— Los Angeles	26
United States Naval Academy	1	University of California— San Diego	3
Universidad Austral	1		
Universidad Católica de Santa Fe	1		
Universidad Católica de Santa María	1		

University of California– Santa Barbara	1	University of Mumbai	1
University of Cambridge– Churchill College	1	University of Nevada–Las Vegas	2
University of Central Florida	1	University of Nevada–Omaha	1
University of Chicago	42	University of New Hampshire	1
University of Colorado	1	University of New South Wales	1
University of Colorado–Boulder	3	University of North Carolina– Chapel Hill	5
University of Connecticut	3	University of North Dakota	1
University of Delaware	1	University of Notre Dame	9
University of Denver	1	University of Oklahoma	4
University of Edinburgh	1	University of Oregon	2
University of Florida	10	University of Oxford	1
University of Freiburg	1	University of Pennsylvania	10
University of Georgia	2	University of Pittsburgh	4
University of Gothenburg	1	University of Regensburg	2
University of Hong Kong	2	University of Richmond	2
University of Illinois at Chicago	2	University of Rochester	3
University of Illinois at Urbana– Champaign	9	University of South Carolina	2
University of Indonesia	1	University of South Florida	1
University of Kansas	1	University of Southern California	12
University of Kentucky	2	University of Tehran	1
University of London	1	University of Tennessee– Knoxville	1
University of Louisville	2	University of Texas	1
University of Maryland	4	University of Texas at Austin	14
University of Massachusetts– Amherst	2	University of the Witwatersrand	1
University of Miami	2	University of Tokyo	9
University of Michigan	14	University of Tokyo School of Law	1
University of Minnesota	3	University of Toronto	3
University of Mississippi	1	University of Tulsa	1
University of Missouri	2	University of Utah	2
University of Missouri– Kansas City	1	University of Virginia	3
		University of Washington	2

University of Wisconsin– Madison	3	Wellesley College	2
University of Zurich	2	Wesleyan University	2
Vanderbilt University	5	West Bengal National University of Juridical Sciences	3
Vassar College	1	Wheaton College	2
Vrije Universiteit Brussel	1	Williams College	2
Wake Forest University	2	Wofford College	1
Washington and Lee University	3	Yale University	17
Washington State University	1	Yeshiva University	1
Washington University	11		

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2021-2022

I. STATES

Alabama	5	Kentucky	6
Alaska	1	Maine	3
Arizona	10	Maryland	10
Arkansas	1	Massachusetts	23
California	90	Michigan	14
Colorado	16	Minnesota	8
Connecticut	12	Mississippi	4
Delaware	1	Missouri	10
District of Columbia	8	Montana	1
Florida	43	Nebraska	1
Georgia	11	Nevada	7
Guam	1	New Hampshire	6
Hawaii	1	New Jersey	15
Idaho	2	New Mexico	2
Illinois	75	New York	39
Indiana	16	North Carolina	8
Iowa	3	North Dakota	1
Kansas	4	Ohio	24

Oregon	10	Utah	5
Pennsylvania	20	Virginia	12
Rhode Island	3	Washington	8
South Carolina	2	West Virginia	1
Tennessee	6	Wisconsin	6
Texas	46		

II. COUNTRIES

Argentina	2	Japan	12
Australia	3	Lebanon	1
Belgium	2	Mexico	6
Brazil	6	Nigeria	1
Canada	5	Pakistan	1
Chile	4	Panama	1
China	17	Peru	3
Colombia	3	Saudi Arabia	2
Cuba	1	South Africa	1
France	1	South Korea	2
Germany	6	Sweden	1
Ghana	1	Switzerland	2
Greece	2	Taiwan	4
Hong Kong	3	Thailand	2
India	4	Turkey	2
Indonesia	1	United Arab Emirates	1
Iran	1	United Kingdom	3
Israel	5	Uruguay	1
Italy	3	Zimbabwe	1



FACULTY PUBLICATIONS 2021-2022

ALBERT ALSCHULER

Julius Kreeger Professor Emeritus of Law and Criminology

Journal Articles and Book Chapters

"Amerika Birlesik Devletleri'nde Ceza Yargilamalarinda Ju'ri Usulu'nu'n Kisa Bir Tarihçesi," 12 *Hasan Kalyoncu Üniversitesi Hukuk Fakültesi Dergisi* 79 (2022) (with Andrew G. Deiss).

"The Corruption of the Pardon Power," 18 *University of St. Thomas Law Journal* 1 (2022).

"Limiting the Pardon Power," 63 *Arizona Law Review* 545 (2021).

"Plea Bargaining and Mass Incarceration," 76 *NYU Annual Survey of American Law* 205 (2021).

Other Publications

"The Easiest Case for the Prosecution: Trump's Aiding and Abetting Unlawful Occupation of the Capitol," *Just Security*, October 25, 2021.

"The House Should Fine Bannon, Meadows, Navarro and Scavino Now If It Wants Their Testimony," *Lawfare*, May 4, 2022.

"Some Questions for the Alito Five," *Verdict: Legal Analysis and Commentary from Justia*, June 9, 2022 (with Laurence H. Tribe).

"Why Hasn't the Justice Department Charged Mark Meadows with Contempt?" *Lawfare*, April 13, 2022.

DOUGLAS G. BAIRD

Harry A. Bigelow Distinguished Service Professor of Law

Books

Elements of Bankruptcy (7th ed.) (Foundation Press, 2022).

The Unwritten Law of Corporate Reorganizations (Cambridge University Press, 2022).

WILLIAM BAUDE

Professor of Law, Faculty Director, Constitutional Law Institute

Journals

The Supreme Court Review, volume 2020 (2021) (edited with David A. Strauss, Geoffrey R. Stone & Justin Driver).

Books

The Constitution of the United States (4th ed.) (Foundation Press, 2021) (with Michael S. Paulsen & Steven Calabresi & Michael W. McConnell & Samuel Bray).

Journal Articles and Book Chapters

"Is Quasi-Judicial Immunity Qualified Immunity?" 74 *Stanford Law Review Online* 115 (2022).

"The Real Enemies of Democracy," 109 *California Law Review* 2407 (2021).

Other Publications

"Heller Survives the Corpus," *Second Thoughts Blog*, July 9, 2021.

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 and Book Chapters

"Data Pollution," 16 *Russian Journal of Economics and Law* 136 (2022).

Other Publications

"How to Evaluate Personalized Law," *University of Chicago Law Review Online*, March 9, 2022 (with Ariel Porat).

"Personalized Class Actions," *Texas Law Review Online*, 2022.

"Tailored Standard Form Contracts and Inequality," *JOTWELL*, November 2, 2021.

"What is Personalized Law?" *Oxford Business Law Blog*, June 27, 2022.

CURTIS A. BRADLEY

Allen M. Singer Professor of Law

Journal Articles and Book Chapters

"Reassessing the Legislative Veto: The Statutory President, Foreign Affairs, and Congressional Workarounds," 13 *Journal of Legal Analysis* 439 (2021).

"Restating US Foreign Relations Law: Lessons from the Treaty Materials," 32 *European Journal of International Law* 1443 (2022) (with Edward T. Swaine).

"Unpacking Third-Party Standing," 131 *Yale Law Journal* 1 (2021) (with Ernest A. Young).

Other Publications

"Customary International Law's Domestic Status: Reflections After Twenty-Five Years," *Transnational Litigation Blog*, April 4, 2022 (with Jack L. Goldsmith).

EMILY BUSS

Mark and Barbara Fried Professor of Law

Journal Articles and Book Chapters

"Kids Are Not So Different: The Path from Juvenile Exceptionalism to Prison Abolition," 89 *University of Chicago Law Review* 843 (2022).

Other Publications

Restatement of the Law, Children and the Law, Associate Reporter, Chapter 1.20, Parental Duty and Authority to Educate (May 2022).

Restatement of the Law, Children and the Law, Associate Reporter, Chapter 2.26, Educational Neglect (May 2022).

Restatement of the Law, Children and the Law, Associate Reporter, Chapter 5.10, The State's Duty to Provide Free Public Education for all Children (May 2022).

MARY ANNE CASE

Arnold I. Shure Professor of Law

Journal Articles and Book Chapters

"The Status of Marriage," 16 *National Taiwan University Law Review* 187 (2021).

ANTHONY J. CASEY

Deputy Dean, Donald M. Ephraim Professor of Law and Economics, Faculty Director, The Center on Law and Finance

Journal Articles and Book Chapters

"Bankruptcy & Bailouts, Subsidies & Stimulus: The Government Toolset for Responding to Market Distress," 2021 *University of Chicago Legal Forum* 63 (2021).

"The Limits of Public Contract Law," 85 *Law and Contemporary Problems* 51 (2022) (with Anthony Niblett).

"Micro-Directives and Computational Merger Review," 1 *Stanford Computational Antitrust* 132 (2021) (with Anthony Niblett).

Other Publications

"A Qualified Defense of Divisional Mergers," *Harvard Law School Bankruptcy Roundtable*, June 28, 2022 (with Joshua Macey).

ADAM CHILTON

Professor of Law

Journal Articles and Book Chapters

"Assessing Affirmative Action's Diversity Rationale," 122 *Columbia Law Review* 331 (2022) (with Justin Driver, Jonathan S. Masur & Kyle Rozema).

"Designing Supreme Court Term Limits," 95 *Southern California Law Review* 1 (2022) (with Daniel Epps, Maya Sen & Kyle Rozema).

"Do Legal Origins Predict Legal Substance?" 64 *Journal of Law and Economics* 207 (2021) (with Anu Bradford, Yun-chien Chang & Nuno Garoupa).

"Measurement and Causal Identification in Constitutional Law: A Reply to Niels Petersen and Konstantin Chatziathanasiou," 19 *International Journal of Constitutional Law* 1842 (2021) (with Mila Versteeg).

"Regulating Antitrust through Trade Agreements," 84 *Antitrust Law Journal* 103 (2021) (with Anu Bradford).

Other Publications

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

HERSCHELLA G. CONYERS

Lillian E. Kraemer Clinical Professor in Public Interest Law

Other Publications

"Letters: Mayor's remarks are anti-justice. Here's why the presumption of innocence matters," *Chicago Tribune*, June 13, 2022 (with Craig B. Futterman).

JANE DAILEY

Professor of American History and the College

Other Publications

"Interracial Marriage Under Attack: Thinking the Unthinkable," *The Nation*, March 28, 2022

ADAM A. DAVIDSON

Assistant Professor of Law

Journal Articles and Book Chapters

"Guido Calabresi's 'Other Justice Reasons'," 88 *University of Chicago Law Review* 1625 (2021).

"Managing the Police Emergency," 100 *North Carolina Law Review* 1209 (2022).

Other Publications

"Personalized Law, Political Power, and the Dangerous Few," 2022 *University of Chicago Law Review Online* (invited symposium essay).

"A Truly Independent Judiciary?" *Balkinization*, February 13, 2022 (invited essay for symposium on Aziz Huq, *The Collapse of Constitutional Remedies* (Oxford University Press, 2021)).

DHAMMIKA DHARMAPALA

Paul H. and Theo Leffmann Professor of Law

Journals

Journal of Law and Economics (with Dennis Carlton, Richard Holden, Julie Holland Mortimer, Nathan Miller, and Sam Peltzman).

Journal Articles and Book Chapters

"Collective Bargaining Rights and Police Misconduct: Evidence from Florida," 38 *Journal of Law, Economics and Organization* 1 (2022) (with Richard H. McAdams & John Rappaport).

Other Publications

"Controlling Externalities: Ownership Structure and Cross-Firm Externalities," *Harvard Law School Forum on Corporate Governance and Financial Regulation*, September 8, 2021 (with Vikramaditya S. Khanna).

RICHARD A. EPSTEIN

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

Journal Articles and Book Chapters

"Antitrust Overreach in Labor Markets: A Response to Eric Posner," 15 *New York University Journal of Law and Liberty* 407 (2022).

"The Application of Antitrust Law to Labor Markets — Then and Now," 15 *New York University Journal of Law and Liberty* 327 (2022).

"Birth Rights and Birth Wrongs Through a Common Law Lens: Why the No Liability Regime Is Likely to Ensure," 23 *Journal of Contemporary Legal Issues* 67 (2021).

"Rules and Reasons, Public and Private: On the Use and Limits of Simple Rules 25 Years Later," 52 *European Journal of Law and Economics* 363 (2021).

Other Publications

Defining Ideas (regular contributor).

Hoover Digest (regular contributor).

"Opinion: The Biden bust-up," *Las Vegas Review Journal*, October 23, 2021.

"Opinion: Biden and the Ghost of Milton Friedman," *Las Vegas Review Journal*, May 21, 2022.

"Opinion: Soldier Field revamp hit taxpayers hard. So will the Obama center," *Chicago Tribune*, June 28, 2021 (with Michael Rachlis).

"The Supreme Court's Chance to Rein in the Regulatory State," *Wall Street Journal*, December 8, 2021.

"The Unwise Extension of Antitrust Law to Labor Markets," *Network Law Review*, February 8, 2022.

BRIDGET FAHEY

Assistant Professor of Law

Journal Articles and Book Chapters

"Data Federalism," 135 *Harvard Law Review* 1007 (2022).

SHARON FAIRLEY

Professor from Practice

Journal Articles and Book Chapters

"Survey Says: The Development of Civilian Oversight of Law Enforcement Skyrockets in the Wake of George Floyd's Killing," 31 *Southern California Review of Law and Social Justice* 283 (2022).

"Survey Says: Powerful Sheriffs Successfully Limit the Rise of Civilian Oversight," 23 *New York University Journal of Legislation and Public Policy* 807 (2022).

LEE ANNE FENNELL

Max Pam Professor of Law

Journal Articles and Book Chapters

"Escape Room: Implicit Takings After Cedar Point Nursery," 17 *Duke Journal of Constitutional Law and Public Policy* 1 (2022).

Other Publications

"What Shape Does Progress Take? Don't Assume It's a Straight Line," in *Brain Meets World* (Behavioral Scientist 2022).

CRAIG B. FUTTERMAN

Clinical Professor of Law

Other Publications

"The Application of Qualified Immunity in Illinois, A Report to the Illinois Constitutional Rights and Remedies Task Force," Illinois Legislative Task Force on Constitutional Rights and Remedies, November 1, 2021.

"Letters: Mayor's remarks are anti-justice. Here's why the presumption of innocence matters," *Chicago Tribune*, June 13, 2022 (with Herschella G. Conyers).

"Recommendations to the Illinois Legislative Task Force on Constitutional Rights and Remedies," Illinois Constitutional Rights and Remedies Task Force, December 8, 2021.

TOM GINSBURG

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

Books

Democracies and International Law (Cambridge University Press, 2021).

Journal Articles and Book Chapters

"Article 2(4) and Authoritarian International Law," 116 *AJIL Unbound* 130 (2022).

"Asia's Illiberal Governments," in *Routledge Handbook of Illiberalism*, Stephen Holmes, Andras Sajó & Renáta Uitz, eds. (Routledge, 2022).

"Judicial Behavior Research in East Asia," in *High Courts in Global Perspective* 232, Nuno Garoupa, Rebecca D. Gill & Lydia B. Tiede, eds. (University of Virginia Press 2021) (with Chien-chih Lin).

"On Disruption and Leximetrics: A Reply to Niels Petersen and Konstantin Chatziathanasiou," 19 *International Journal of Constitutional Law* 1835 (2021) (with Zachary Elkins).

"Review of James Thuo Gathii ed., *The Performance of Africa's International Courts: Using Litigation for Political, Legal, and Social Change* (Oxford University Press, 2020)," 115 *American Journal of International Law* 777 (2021).

"Some Advice on Constitutional Advice," in *European Yearbook of Constitutional Law 2021*, Jurgen de Poorter, Gerhard van der Schyff, Maarten Stremmer & Maartje De Visser, eds. (T.M.C. Asser Press, 2022).

"The State of the Field," in *Constitutionalism in Context*, David S. Law, ed. (Cambridge University Press, 2022).

Other Publications

"America's Abortion Debate is Broken," *Persuasion*, May 23, 2022.

"Filibuster Reform is a Dangerous Necessity," *Persuasion*, January 18, 2022.

"The Law of Individual Disqualification in a Democracy," *Lawfare*, November 8, 2021 (with Aziz Z. Huq & David E. Landau).

"The Supreme Court Isn't Broken: Partisan politics has not captured the court, despite the conventional wisdom," *Persuasion*, July 9, 2021.

Testimony before the Presidential Committee on the Supreme Court on "Term Limits and Turnover on the U.S. Supreme Court: A Comparative View," July 20, 2021.

NICOLE HALLETT

Clinical Professor of Law, Director of the Immigrants' Rights Clinic

Journal Articles and Book Chapters

"Rethinking Prosecutorial Discretion in Immigration Enforcement," 42 *Cardozo Law Review* 1765 (2021).

Other Publications

Blog for the Public Good (contributor).

"Opinion: 'Dysfunctional' doesn't begin to describe our immigration bureaucracy," *The Hill*, August 12, 2021.

R. H. HELMHOLZ

Ruth Wyatt Rosenson Distinguished Service Professor of Law

Journal Articles and Book Chapters

"The Law of Waste and the Law of Dilapidations: A Comparative History," 9 *Comparative Legal History* 154 (2021).

"Marching Orders," 2022 *First Things* 51 (2022).

"The Sequestration of Women and the Canon Law of Marriage (X 4.1.14)," in *Sacrorum canonum scientia: radici, tradizioni, prospettive*, Peter Szabó & Tamás Frankó, eds. (2022).

M. TODD HENDERSON

Michael J. Marks Professor of Law

Other Publications

"Every CEO Should Follow Mark Zuckerberg's Stock-Trading Example," *Wall Street Journal*, December 20, 2021.

"Opinion: Doable Reparations for Native Americans," *Newsweek*, October 2021 (with Jeremy Kidd).

"Opinion: Don't Try to Regulate Google Ads," *Wall Street Journal*, May 16, 2022.

"Opinion: Free Inquiry Suffers as War Fever Grips Harvard," *Wall Street Journal*, March 16, 2022.

"Opinion: How the Future of Derivatives Markets Can Benefit Farmers," *Wall Street Journal*, June 15, 2022.

"Regulators Have a Shot at Bringing Competition to Derivatives Market,"
RealClear Policy. May 24, 2022 (with Geoffrey A. Manne)

WILLIAM H. J. HUBBARD

Professor of Law

Journals

Journal of Legal Studies (with Edward R. Morrison).

Journal Articles and Book Chapters

"Civil Procedure as the Regulation of Externalities: Toward a New Theory of Civil Litigation," 89 *University of Chicago Law Review* 1 (2022) (with Ronen Avraham).

"New Empirical Tests for Classic Litigation Selection Models: Evidence from a Low Settlement Environment," 23 *American Law and Economics Review* 348 (2021) (with Yun-chien Chang).

AZIZ Z. HUQ

Frank and Bernice J. Greenberg Professor of Law

Books

The Collapse of Constitutional Remedies (Oxford University Press, 2021).

Constitutional Law: 2021 Supplement. (Wolters Kluwer, 2021) (edited with Geoffrey R. Stone, Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet & Pamela S. Karlan).

Journal Articles and Book Chapters

"The Supreme Court and the Dynamics of Democratic Backsliding," 699 *The Annals of the American Academy of Political and Social Science* 50 (2022).

"Identifying and Measuring Excessive and Discriminatory Policing," 89 *University of Chicago Law Review* 441 (2022) (with Alex Chohlas-Wood, Marissa Gerchick, Sharad Goel, Amy Shoemaker, Ravi Shroff & Keniel Yao).

"Introduction: This Violent City? Urban Violence in Chicago and Beyond," 89 *University of Chicago Law Review* 303 (2022) (with John Rappaport).

"Artificially Intelligent Regulation," 151 *Daedalus* 335 (2022) (with Mariano-Florentino Cuéllar).

"The Democratic Regulation of Artificial Intelligence," *Knight First Amendment Institute at Columbia University* (2022) (with Mariano-Florentino Cuéllar).

"Illiberalism and Islam," in *Routledge Handbook of Illiberalism*, Stephen Holmes, Andras Sajó & Renáta Uitz, eds. (Routledge, 2022).

"The Public Trust in Data," 110 *Georgetown Law Journal* 333 (2021).

"As *Brown* Has Waned," 88 *University of Chicago Law Review* 1659 (2021).

"How (not) to explain a democratic recession," 19 *International Journal of Constitutional Law* 723 (2021).

Other Publications

"Alito's Case for Overturning *Roe* is Weak for a Reason," *Politico Magazine*, May 2022.

"America's Leaky Justice," *Project Syndicate*, May 5, 2022.

"Biden should nominate a Scalia of the left," *Politico Magazine*, February 2022.

"Can We Democratize AI?" *Dissent*, January 2022.

"Chi possiede i nostri dati?" *Micromega*, December 17, 2021.

"The Conservative Case Against Banning CRT," *Time.com*, July 13, 2021.

"Freedom's Just Another Word," *Los Angeles Review of Books*, August 14, 2021.

"The Law of Individual Disqualification in a Democracy," *Lawfare*, November 8, 2021 (with Tom Ginsburg & David E. Landau).

"Review of *Just Algorithms*," *Criminal Justice and Criminal Law Books*, October 12, 2021.

"The Roberts Court is Dying—Here's What Comes Next," *Politico Magazine*, September 15, 2021.

"Samuel Alito: One Angry Man," *Politico Magazine*, May 2022.

"The Subordination of Women in Texas," *Project Syndicate*, November 2, 2021 (with Chiara Cordelli).

"The Supreme Court Likes Precedent – When it Backs Conservatives," *Politico Magazine*, December 2021.

"Toward a Theorization of Democratic Constitutionalism," *The Digital Constitutionalist*, January 2022.

"Trump Can't Keep his Jan 6 Documents Secret. And Biden Can Help," *Politico Magazine*, October 18, 2021.

"What Texas's abortion law has in common with the Fugitive Slave Act," *The Washington Post*, November 1, 2021.

"Who Owns Our Data?" *Boston Review*, October 2021.

"Winning Without the Courts," *Democracy: A Journal of Ideas*, Winter 2022 (with Lee Drutman).

VALERIE B. JARRETT

Distinguished Senior Fellow

Other Publications

"Opinion: The Obama Presidential Center is coming. The South Side will reap the benefits.," *Chicago Tribune*, July 16, 2021.

ELIZABETH KREGOR

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

Other Publications

"Opinion: Aldermen, give us a sign Chicago will be vibrant, not vacant," *Chicago Tribune*, July 20, 2021.

GENEVIEVE LAKIER

Professor of Law, Herbert and Marjorie Fried Teaching Scholar

Journal Articles and Book Chapters

"A Counter-History of First Amendment Neutrality," *131 Yale Law Journal Forum* 873 (2022).

Other Publications

"First Amendment Politics Gets Weird: Public and Private Platform Reform and the Breakdown of the Laissez-Faire Free Speech Consensus," *University of Chicago Law Review Online*, June 6, 2022 (with Evelyn Douek).

"Informal Government Coercion and The Problem of "Jawboning"," *Lawfare*, July 26, 2021.

"Is the Legal Standard for Libel Outdated? Sarah Palin Could Help Answer.," *The Washington Post*, February 3, 2022.

WILLIAM M. LANDES

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

Books

Law and Economics: Theory, Cases, and Other Materials - Aspen Casebook Series (Aspen, 2021) (with J. Shahar Dillbary).

BRIAN LEITER

Karl N. Llewellyn Professor of Jurisprudence

Books

Japanese translation of *Nietzsche on Morality* (Shunjusha Co., Ltd., 2022).

Oxford Studies in Philosophy of Law, volume 4 (Oxford University Press, 2021) (co-edited with John Gardner & Leslie Green).

Journal Articles and Book Chapters

"Back to Hart," 69 *Annals of the Faculty of Law-Belgrade Law Review* 749 (2021).

"Disagreement, Anti-Realism about Reasons, and Inference to the Best Explanation," *Ethical Theory and Moral Practice* (August 2, 2021) (special issue on "Moral Disagreement," edited by Richard Rowland).

"The Naturalized Epistemology Approach to Evidence," in *Philosophical Foundations of Evidence Law*, Christian Dalhmen, Alex Stein & Giovanni Tuzet, eds. (Oxford University Press, 2021) (with Gabe Broughton).

"Nietzsche's Naturalism: Neither Liberal nor Illiberal," in *The Routledge Handbook of Liberal Naturalism*, Mario Del Caro & David Macarthur, eds. (Routledge, 2022).

"Nietzsche's Naturalistic Moral Psychology: Anti-Realism, Sentimentalism, Hard Incompatibilism," in *The Oxford Handbook of Moral Psychology*, Manuel Vargas & John Doris, eds. (Oxford University Press, 2022).

Other Publications

Brian Leiter's Law School Reports, Primary Contributor.

"Diversity Statements are Still in Legal Peril," *Chronicle of Higher Education* (June 1, 2022).

"Review of *Nietzsche's Ethics* by Thomas Stern (Cambridge University Press, 2020)," *Notre Dame Philosophical Reviews*, July 1, 2021.

SAUL LEVMORE

William B. Graham Distinguished Service Professor of Law

Journal Articles and Book Chapters

"Addictive Law," *22 Theoretical Inquiries in Law* 1 (2021).

"The Evolutionary Force of Behavioral Economics in Law," *17 Review of Law and Economics* 465 (2021).

Other Publications

"Rules for Renaming," *Project Syndicate*, February 3, 2022 (with Carolyn B. Ringel).

"SPACs and PIPEs as Efficient Tools for Corporate Growth," *The CLS Blue Sky Blog*, March 8, 2022 (with Frank Fagan).

LYONETTE LOUIS-JACQUES

Foreign and International Law Librarian, Lecturer in Law

Other Publications

"CALL Public Relations Committee 2020-2021," *CALL Bulletin*, September 2021.

JOSHUA C. MACEY

Assistant Professor of Law

Journal Articles and Book Chapters

"Grid Reliability Through Clean Energy," *74 Stanford Law Review* 969 (2022) (with Alexandra Klass & Shelley Welton & Hannah Wiseman).

"Private Risk and Social Resilience in Liberalized Electricity Markets," *6 Joule* 369 (2022) (with Jacob Mays, Michael T. Craig, Lynne Kiesling & Blake Shaffer & Han Shu).

Other Publications

"Clean Energy Is Grid Reliability's Best Hope, Not Enemy," *Bloomberg Law*, March 17, 2022 (with Alexandra Klass, Shelley Welton & Hannah Wiseman).

"The Promise and Perils of Open Finance," *Harvard Law School Forum on Corporate Governance and Financial Regulation*, April 4, 2022 (with Dan Awrey).

"A Qualified Defense of Divisional Mergers," *Harvard Law School Bankruptcy Roundtable*, June 28, 2022 (with Anthony Casey).

ANUP MALANI

Lee and Brena Freeman Professor of Law

Books

Can Blockchain Solve the Hold-Up Problem in Contracts? (Cambridge University Press, 2021) (with Richard T. Holden).

Journal Articles and Book Chapters

"Assessing the burden of COVID-19 in developing countries: systematic review, meta-analysis and public policy implications," 7(5) *BMJ Global Health* e008477 (2022) (with Andrew T. Levin, Nana Owusu-Boaitey, Sierra Pugh, Bailey K. Fosdick, Anthony B. Zwi, Satej Soman, Lonni Besançon, Ilya Kashnitsky & Sachin Ganesh).

"Does mobility explain why slums were hit harder by COVID-19 in Mumbai, India?" 127 *Journal of Urban Economics* 103357 (2022) (with Sheng, J., A. Goel & P. Botla).

"An Examination of Velocity and Initial Coin Offerings," *Management Science* (March 2022) (with Richard Holden).

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JONATHAN S. MASUR

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

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RICHARD H. MCADAMS

Bernard D. Meltzer Professor of Law

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THOMAS J. MILES

Dean, Clifton R. Musser Professor of Law and Economics

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JUDITH MILLER

Clinical Professor of Law

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JENNIFER NOU

Professor of Law

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MARTHA C. NUSSBAUM

Ernst Freund Distinguished Service Professor of Law and Ethics

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FARAH PETERSON

Professor of Law

Other Publications

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RANDAL C. PICKER

James Parker Hall Distinguished Service Professor of Law

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ERIC A. POSNER

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

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JOHN RAPPAPORT

Professor of Law

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GERALD N. ROSENBERG

Associate Professor Emeritus, Political Science

Other Publications

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MICHAEL H. SCHILL

Harry N. Wyatt Professor Emeritus of Law

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ALISON SIEGLER

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

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SONJA B. STARR

Julius Kreeger Professor of Law & Criminology *Journal Articles and Book Chapters*

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GEOFFREY R. STONE

Edward H. Levi Distinguished Service Professor of Law

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LIOR J. STRAHILEVITZ

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DAVID A. STRAUSS

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

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DAVID A. WEISBACH

Walter J. Blum Professor of Law

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Senior Lecturer in Law

Journal Articles and Book Chapters

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ERICA ZUNKEL

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SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2021-22

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

ABRAMS ENVIRONMENTAL LAW CLINIC

PROTECTING OUR GREAT LAKES, RIVERS & SHORELINES

Since 2016, the Abrams Clinic has worked with the Chicago chapter of the Surfrider Foundation to protect water quality along the Lake Michigan shoreline in northwest Indiana, where its members surf. In April 2017, the U. S. Steel plant in Portage, Indiana, spilled approximately 300 pounds of hexavalent chromium into Lake Michigan. 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 of their claims against U. S. Steel. On behalf of Surfrider, the Clinic filed extensive comments on the proposed consent decree, arguing that the technical requirements and the monetary penalty were inadequate. Throughout 2018 and 2019, as the governments considered the comments from Surfrider and others, U. S. Steel continued to violate its permit. Nevertheless, in November 2019, the federal and state governments moved for entry of a revised, though substantively similar, consent decree. Again Surfrider opposed it on similar grounds. The Court finally ruled on the proposed consent decree just before the 2021-22 academic year began. During 2021-22, the Abrams Clinic responded to that ruling in both the governments' and Surfrider's cases. While the Abrams Clinic team was assessing whether to appeal the entry of the Consent Decree, they were also investigating a follow-up enforcement action by the Indiana Department of Environmental Management. Meanwhile, U. S. Steel again violated its Clean Water Act permit and the consent decree. These developments pushed Surfrider and the City of Chicago to pursue additional judicial relief in their case—in which they could introduce up-to-date information—rather than appealing the consent decree. Doing so created a host of procedural complexities as U. S. Steel sought to dismiss Surfrider's existing 2018 complaint under the doctrine of res judicata in light of the entry of the consent decree. After multiple rounds of complicated briefing during the Winter and Spring quarters, Surfrider and the City await the judge's decision on U. S. Steel's motion to dismiss and a motion for leave to amend their complaints. The Clinic's work, which has received significant media attention, helped to spawn

other litigation to address pollution by other industrial facilities in Northwest Indiana and other enforcement against U. S. Steel by the State of Indiana.

The Abrams Clinic represents Friends of the Chicago River and the Sierra Club in their efforts to hold Trump Tower in downtown Chicago accountable for illegally withdrawing water from the Chicago River. To cool the building, Trump Tower draws water at high volumes similar to industrial factories or power plants, but Trump Tower operated for more than a decade without ever conducting the legally-required studies to determine its impact on aquatic life or installing sufficient equipment to protect aquatic life consistent with federal regulations. After the Clinic drafted and sent a notice of intent to sue Trump Tower, the State of Illinois filed its own case in the summer of 2018, and the Clinic successfully moved to intervene in that case. In 2021-22, Clinic students proceeded through an intensely adversarial discovery process, including negotiating and analyzing document productions, consulting with an expert on cooling water intake system design, preparing for depositions, and negotiating with Trump Tower and the Illinois Attorney General to set the terms of a protective order. One highlight was in fall 2021 when the judge granted our motion to compel discovery of Trump Organization financial information, a motion drafted and argued by a member of the class of 2022.

Representing Recovery on Water (ROW), a rowing team for breast-cancer survivors, the Clinic has been working to improve water quality on Bubby Creek, a heavily polluted stretch of the Chicago River, since 2014. Working closely with ROW members to understand their experiences, Clinic students have drafted a petition to the Illinois Pollution Control Board to upgrade water quality standards in the area, presented it to U.S. EPA and Illinois EPA officials, and have participated in discussions with the City of Chicago about strengthening the CWA permit governing its combined sewer discharges.

The Clinic provided deep historical and legal research support to the National Parks Conservation Association's (NPCA) efforts to galvanize a government response to significant shoreline erosion threats to the Indiana Dunes National Park. For this effort, the Clinic reviewed hundreds of pages of government documents and Congressional budgetary enactments spanning nearly a century. Students develop arguments for additional federal and state funds to analyze—and ultimately address—erosion related to industrial development along Lake Michigan that is chipping away at National Park beaches.

In concluding work begun in 2018 with Current, a nonprofit water innovation hub, and Gerald Keenan, former Chairman of the Illinois Pollution Control Board, the Clinic released a whitepaper calling for the development of a market-based

water quality trading program to address excessive phosphorous and nitrogen in Illinois waters. The paper reviewed the viability of a market-based solution in Illinois and the core elements needed to enable cost-effective nutrient reductions from wastewater treatment plants and the agricultural sector.

ENERGY AND CLIMATE

Energy Justice

The Abrams Clinic continued to support grassroots organizations advocating for energy justice in low-income, people-of-color communities in Michigan. With the Clinic's representation, these organizations intervened in cases before the Michigan Public Service Commission (MPSC), which regulates investor-owned utilities. Students conduct discovery, draft written testimony, cross-examine utility executives, and file briefs for these projects. The Clinic's representation has elevated the concerns of these community organizations and forced both the electric utilities and regulators to consider issues of equity to an unprecedented degree. This year, Clinic students participated in three contested cases and commented in two other MPSC proceedings.

First, the Clinic represented Soulardarity, a Highland Park, MI-based organization, in a case where the local utility, DTE Electric, sought MPSC approval to implement a program where customers could prepay for their electricity. Soulardarity objected to DTE's request that the MPSC waive rules (i) that require utilities to give notice to customers before shutting off those customers for failure to pay, (ii) that provide time and options to customers to fix billing issues, and (iii) that give customers rights to contest the utility's actions. Our clients also opposed the program because it did not address the more significant problem of unaffordable residential electricity rates and increased shutoff risks.

Second, the Clinic advocated on behalf of Soulardarity and a new Detroit-based client, We Want Green, Too, in DTE's latest rate case. While DTE sought MPSC approval to raise rates across the board, the proposed rates are higher in absolute amounts for residential customers than for other ratepayer categories, and the rate of increase for residential customers is higher than the rates of increase for other ratepayer categories, all at a time when residential ratepayers are struggling with already unaffordable bills. In addition, DTE proposes to disincentivize privately-owned solar by reducing the price it pays for electricity generated through such systems. The company also continues to postpone upgrading the distribution grid meaningfully in low-income, people-of-color communities, hindering the ability of those residents to benefit from the clean energy transition.

In a third case, the Clinic represented Urban Core Collective (UCC), a Grand Rapid, MI-based nonprofit, in Consumers Energy's Integrated Resource Plan (IRP) case. Michigan law requires utilities to propose an IRP, in which a utility projects the demand for electricity during the following decades and presents a plan for how to meet that demand. In this case, Consumers Energy proposed retiring two coal plants, acquiring several natural gas facilities, and limited expansions of solar energy and energy efficiency programs. While supporting the closure of the coal-fired power plants, the Clinic argued that the company should not get the full return for those environmentally-damaging past investments and should not acquire natural gas facilities owned by one of the company's affiliates. The Clinic also maintained that the company needed to improve public participation and consideration of environmental justice. With most other intervening parties, UCC joined a settlement that gave the company a lower rate of return than initially asked for, committed \$33 million to support low-income customers financially, facilitated the closure of the coal plants, rejected the affiliate natural gas acquisitions, and incorporated more evaluations of the environmental justice impacts of the future plans. The settlement also required increased public participation in the development of future IRPs. Our client viewed the settlement as a meaningful success.

Outside of litigation, Clinic students worked with Soulardarity to critique DTE's plan to upgrade its distribution grid, focusing on how it could better incorporate environmental justice. The Clinic submitted comments to DTE and the MPSC in their proceeding seeking more information about the impact of storms and reliability, as well.

Devoir de Vigilance

The Abrams Clinic, in collaboration with the Law School's Global Human Rights Clinic, worked with the French environmental law firm Seattle Avocats and a Senior Advisor to the National Wildlife Federation to investigate the potential failures of a major multinational corporation to comply with France's *Devoir de Vigilance* (Duty of Vigilance) Law. The law requires French corporations to publish yearly plans that map, assess, mitigate, and monitor risks in their supply chains and the supply chains of subsidiary companies. Given the law's recent enactment in 2017 and the fact that relatively few cases have yet been litigated under it, Clinic students spent the initial part of the year working with the clients to clarify the scope of the law and to assess the feasibility of using the law to challenge insufficient action on environmental and human rights issues, including climate change. Students investigated industry best practices and interviewed several subject matter experts in the relevant industries. The team submitted to the clients a

notice of intent to sue, summarizing the company's failures. Finally, Clinic students drafted a complaint summarizing their research.

Land Contamination and Lead

The Abrams Clinic continues to represent East Chicago, Indiana, residents who live or live on or adjacent to the U.S.S. Lead Superfund site. This year, the Clinic and its partner, the Environmental Advocacy Clinic at Northwestern Pritzker School of Law, worked closely with the East Chicago/Calumet Coalition Community Advisory Group (CAG) to advance the CAG's goals for cleanup of the U.S.S. Lead Superfund Site and the former Dupont site. The Clinic investigated potential sources of air pollution and various legal bases by which the residents and local officials could address them. The Clinic requested that the U.S. EPA and the Indiana Department of Environmental Management (IDEM) conduct an environmental justice analysis of East Chicago before renewing the permit for Tradebe, a hazardous waste incinerator in the community. The Clinic also helped to facilitate a meeting between the CAG and U.S. EPA Region V Regional Administrator Debra Shore, IDEM Commissioner Brian Rockensuess, and their leadership teams. The Clinic also contributed significantly to an application by the CAG for a grant from U.S. EPA to improve local air monitoring in East Chicago. Our team also answered multiple legal and practical questions based on various U.S. EPA actions and statements and inquiries the Clinic received from CAG members.

The Clinic has continued its fight against lead contamination since publishing *Poisonous Homes: The Fight for Environmental Justice in Federally Assisted Housing* with Earthjustice and the Shriver Center on Poverty Law in June 2020. We have advocated for the U.S. EPA and the Department of Housing and Urban Development to implement our recommendations and followed up on a damning report about East Chicago by HUD's Office of Inspector General. We have also investigated systematic problems with lead in the drinking water in daycare facilities and schools in Illinois.

Endangered Species

The Abrams Clinic represented the Center for Biological Diversity (CBD), Fishable Indiana Stream for Hoosiers, Hoosier Environmental Council (HEC), and Prairie Rivers Network in support of their work advocating for the 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. In September 2021, the District Court

granted the Clinic's motion for summary judgment on liability regarding the Service's failure to comply with Endangered Species Act (ESA) deadlines. In the wake of that decision, Clinic students successfully negotiated against the U.S. Department of Justice regarding attorneys' fees owed by the government for this litigation.

The Abrams Clinic also represented CBD and HEC in emerging litigation regarding the Service's failure to list the Kirtland's snake as threatened or endangered under the ESA. The Kirtland's snake is a small, secretive, non-venomous snake historically located across the Midwest and the Ohio River Valley. Development across the species' range has destroyed large portions of the snake's habitat, and populations are declining. Climate change also poses a substantial threat to the species, as its habitats are projected to become less suitable for the snake. Accordingly, in June 2022, the Clinic sued the Service in the U.S. District Court for the Northern District of Illinois over the Service's denial of CBD's request to have the Service list the species as threatened or endangered.

CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

Students have built upon the outstanding work of generations of past Clinic students to win a series of landmark victories this year. None was more remarkable than all that our students did to cap off more than 20 years of advocacy to end incommunicado detention and make the promise of *Miranda* a reality in Chicago—ironically in the same year that the United States Supreme Court ruled that *Miranda* is now something less than a constitutional rule. When we launched the Clinic 22 years ago, we identified the lack of access to counsel to people barricaded behind the walls of Chicago police stations subject to CPD interrogation and vulnerable to police abuse as one of the greatest barriers to police accountability. When we started the Clinic, Chicago had been the home to decades of police torture of Black people, including Area Two Headquarters that had become known as the “House of Screams” and black sites like the Homan Square police station, where CPD hid people off-the-books for abusive interrogations. As a result of CPD's practice of incommunicado detention, it had earned the moniker as the false confession and wrongful conviction capital of the United States. By far. Soon after the launch of the Civil Rights and Police Accountability Clinic, we fought for justice alongside a young man who was forced to give a false videotaped confession to the murder of his own mother—after 50 hours of CPD interrogation and abuse. It was the first videotaped confession in the nation that was proven to be demonstrably false. While his case led to a series of nation-wide reforms based on the newfound

awareness of the reality of the phenomenon of false confessions, incommunicado interrogation in Chicago continued unabated. *Miranda's* promise of free access to counsel to all who cannot afford to hire lawyers remained a distant dream. We brought a series of successful civil rights cases over the years that resulted in an injunction that required Chicago police to permit counsel to see their clients and a consent decree that requires police to affirmatively inform people that CPD had been detaining as so-called "witnesses" in locked interrogation rooms, often for 48 hours or more, that they are free to leave whenever they want. Despite these victories, Chicago police found new ways to deny people access to even a phone call. Even after our successful advocacy alongside community partners led to an Administrative Order by the Chief Judge of the Cook County Circuit Court appointing the Cook County Public Defender whenever a person in CPD custody requests a lawyer and the creation of a special unit within the Public Defender's Office that made lawyers available 24 hours a day 7 days a week to represent indigent people in police custody, CPD found ways to prevent people from accessing counsel in far more than 99% of its arrests. In 2020 and 2021, more than 50% of people arrested for murder were never even given the opportunity to make a phone call.

Until today. In the summer of 2020, in the midst of police violence against and incommunicado detention of young people who were lifting their voices in protest against police killings of Black people, the Clinic filed a creative mandamus action in Illinois state court to enforce a law that required police to give people in custody prompt access to a phone and counsel. The Illinois law, while strong on its face, lacked any remedy or means of enforcement. Just as our Clinic had secured a federal consent decree over the Chicago Police Department in 2019 to redress the Department's pattern and practice of civil rights violations, we have reached an agreement in principle on a second consent decree, this one in state court, to resolve our innovative mandamus action to end incommunicado detention in Chicago. After 56 years since *Miranda* was first decided, 22 years since launching the Clinic, and 20 years since we fought to free the young man falsely accused of killing his own mother, we are finally about to make *Miranda* real in Chicago. Under the new Consent Decree, the Chicago Police Department must:

- Install phones and put up signs with the Public Defender's free 24-hour hotline in every interrogation room;
- Provide private and confidential rooms in every police station in Chicago for people to call and meet with their lawyers;

- Guarantee every person in CPD custody with access to those phones “as soon as possible,” and in no event longer than 3 hours after being taken into custody;
- Give each person under arrest at least 3 phone calls in the first 3 hours of custody and an additional 3 calls each and every time they are moved;
- Prohibit police officers from interrogating people in custody until they have had the opportunity to access a phone and lawyer; and
- Provide the Clinic with data about every single arrest in Chicago for at least the next 2 years to allow the Clinic to monitor and enforce the Decree.

By ensuring that every person held in the bowels of Chicago police stations has prompt access to an attorney, the Clinic will make it very difficult for CPD to coerce false confessions from desperate people. Someone will be watching.

The Clinic also made a series of historic changes under the *federal* civil rights consent decree over the Chicago Police Department. *First*, we fundamentally transformed CPD’s policies on the use of force. Building on last year’s success of the Community Use of Force Working Group, CPD’s force policies now prioritize the sanctity of *all* human life; require officers to de-escalate situations to avoid the need for any force; prohibit the use of any force unless necessary; and restrict the amount of force to the least amount necessary under the circumstances. CPD officers can now be held accountable if they fail to de-escalate a situation or fail to engage in tactics to avoid the need for any force. Officers can also be held accountable when their decisions and actions lead to violence that could otherwise have been avoided, and when they use force when it is not absolutely necessary to do so.

Second, we achieved similar transformative changes to CPD’s First Amendment policy. The new policy establishes that CPD’s primary function at any First Amendment protest, demonstration, or assembly is to *protect the rights* of people engaging in protest and other First Amendment activities. Under the policy, CPD officers are prohibited from any form of interference with or retaliation against people exercising their rights to free speech and assembly. Based on the abuses that we saw in the summer 2020 protests, officers are now prohibited from arresting people engaged in protest unless they pose an immediate threat to another person’s physical safety or property. And police violence, such as the use of dogs to attack protesters and chemical sprays to disrupt demonstrations, is now expressly prohibited.

Third, after countless deaths and serious injuries resulting from dangerous and unnecessary foot pursuits, the Clinic forced the CPD to finally implement a formal foot pursuit policy. While the policy remains in need of further reform, it expressly recognizes the inherent risks to community safety in foot pursuits and prohibits any pursuit whenever the risk of harm outweighs the benefits. If such a policy had been in effect, children like Adam Toledo and young people like Anthony Alvarez would still be alive.

The Clinic continues its advocacy to put an end to CPD's practice of targeting Black and Brown family homes for violent raids—raids that routinely involve officers bursting into people's homes in the dead of night and pointing long assault rifles at young children, leaving a wake of trauma. The Clinic's enforcement motion in federal court led to a court order that placed CPD's search warrant practices and home raids squarely under the Consent Decree. Having secured the order, our federal court and legislative advocacy falls into four buckets: (1) Harm Mitigation and Reduction; (2) Protecting children and other vulnerable people; (3) Repairing harm; and (4) Transparency and accountability. Our fight continues.

Notwithstanding our success in challenging systemic practices, the Clinic's commitment to representing individual clients in need has not waned. In the Spring, we won what may be our most important victory of the year alongside our client, Corey Batchelor. When he was just 19-years-old, a group of Chicago police detectives snatched Corey from a neighborhood park where he had been playing with his friends, put him in the back of a police car, and drove him to CPD Area 2 Headquarters' "House of Screams" where the abuse of Corey and the torture of so many other young Black men took place. The Detectives who had trained under disgraced CPD Commander Jon Burge coerced this self-described "square little kid" with no prior experience with the police into falsely confessing to the robbery and murder of the wife of a retired Chicago police sergeant. Instead of leaving home for college, Corey was forced to spend the next 15 years of his life locked in a prison cell, before being exonerated by DNA evidence. Even after he was released from prison, Corey was never able to break free from his chains of incarceration and the harm that they continue to inflict.

Together we won the single largest wrongful conviction settlement per year of incarceration in Chicago history. We met with Corey for more than three hours on the day that we finalized the settlement. Perhaps for the first time since he was that "square little kid." Corey began to set goals and imagine a future over which he had real agency—the first time that he began to imagine being free.

In addition to the Clinic's poignant work with Corey Batchelor, we litigated a case on behalf of Charles Green, another wrongfully convicted man who was forced to

confess to a terrible crime that he did not commit, before the Illinois Supreme Court. As a part of Mr. Green's fight to clear his name, building upon the Clinic's previous victories that established the legal precedent in Illinois that records that relate to complaints of police misconduct belong to the people, he filed a Freedom of Information request seeking every investigation into Chicago police misconduct dating back to 1967. The Clinic persuaded the Illinois Supreme Court to accept his case and completed briefing and arguing the case in Springfield in late spring. We expect a ruling in the fall. If we succeed, Mr. Green and the Clinic will create a publicly searchable archive of every police misconduct file for the past half century. People including people in prison, people whose civil rights have been violated, researchers, journalists, policymakers, and community members have already been using the Chicago police misconduct data that we have made publicly available to win their freedom, redress constitutional violations, identify and address patterns of police abuse, inform the governmental investigations into CPD civil rights abuses, inform policy, challenge institutional denial and secrecy, and make real the ideal of democratic governance in which people have the right and means to be informed of the workings of our government and the ability to hold governmental institutions accountable to the citizenry. The *Green* archive would release tens of thousands of first-person narratives of abuse and governmental investigations into those abuses. Nothing comparable has ever existed in the United States.

Two final achievements by the Clinic deserve mention. The Clinic's advocacy alongside people who have been most impacted by police abuse in Chicago resulted in the enactment of an ordinance that will create a community body with the power to oversee the Chicago Police Department—community oversight in Chicago. Without a doubt, the city ordinance remains fundamentally flawed as final authority over the constitution and most powers of the community body reside with the Mayor, rather than the people. However, the community oversight entity will have the power to make police policy, hold public hearings, play a leading role in the selection and supervision of the Superintendent of Police and the head of the City agency responsible for investigating police misconduct, and promote transparency.

Finally, two Clinic students played a critical role with Professor Futterman, as a Senate confirmed member of the Illinois Task Force on Constitutional Rights and Remedies. Clinic students researched and presented testimony before the Legislative Task Force on the impact that the federal doctrine of qualified immunity has played in Illinois with respect to access to justice. The students demonstrated that qualified immunity has been and continues to be an insurmountable bar to justice to Illinois citizens who have suffered constitutional wrongs at the hands of the police and other public employees. We recommended that the Illinois General

Assembly should enact legislation that provides a direct cause of action, without any defense of qualified immunity, to people whose rights under the Illinois Constitution are violated by public employees, such as members of law enforcement.

EMPLOYMENT LAW CLINIC

During the past academic year, the Employment Law Clinic has continued its work in both individual and class-action employment discrimination cases. The Clinic expanded its work in this area in 2021 by accepting appointments as Settlement Assistance Counsel in a number of individual discrimination cases. The Clinic continues to handle appeals in the U.S. Court of Appeals for the Seventh Circuit. Some of the significant developments in a few of the Clinic's cases are detailed below.

INDIVIDUAL AND SETTLEMENT ASSISTANCE CASES

Alamo v. Chicago, (N.D. Ill.)

Robert Alamo worked as a firefighter for the City of Chicago for a number of years. During this time, he was subjected to a number of racial slurs because of his national origin. He was also treated differently than a non-Hispanic firefighter. This disparate treatment included being excessively detailed to other firehouses, and being required to overcome numerous hurdles to return to work after taking time off for stress. Ultimately, the City refused to allow Mr. Alamo to return to work from a medical leave and discharged him. Mr. Alamo's complaint alleges that the City subjected him to a racially hostile work environment, retaliated against him for complaining about the discrimination, and ultimately discharged him in retaliation for filing his case and because of a perceived mental disability. In early 2021, the District Court denied the City's motion for summary judgment on Mr. Alamo's claim that he was subjected to a racially hostile work environment. The case is currently set for trial in July 2022.

Maldonado v. Howard Brown Health Center and Maldonado v. Robert Half International and Howard Brown Health Center (N.D. Ill.)

The Employment Law Clinic was appointed as settlement counsel for plaintiff, Lisa Maldonado in these two discrimination cases. Ms. Maldonado was employed by Robert Half International and assigned to work at Howard Brown Health Center. At Howard Brown, Ms. Maldonado was subjected to a hostile work environment because of her race. When she complained about the treatment to

Robert Half, Robert Half refused to do anything to help her. Consequently, Ms. Maldonado ended her placement at Howard Brown and ended her relationship with Robert Half.

The cases were pending before the District Court on defendants' motions to dismiss when the Court appointed Randall D. Schmidt, Director of the Employment Law Clinic, as Settlement Assistance Counsel for Ms. Maldonado. Once appointed, students in the Employment Law Clinic met with Ms. Maldonado on several occasions, drafted her settlement demand letters, and fully participated in the settlement conference before a Magistrate Judge. At the settlement conference, the parties were able to reach a settlement. The students worked closely with the attorneys for the defendants to prepare the final settlement documents.

CLASS ACTIONS

Chicago Teachers Union, et al., v. Chicago Board of Education (N.D. Ill.)

In this class action case, a class of African American teachers and paraprofessionals claim that the Chicago Board of Education's school "turnarounds" in 2012 to 2014, had a racially adverse impact on African American school teachers and paraprofessional staff. In a "turnaround" the CBOE displaces all teachers and paraprofessionals at a school and replaces them. The decision to displace the teachers and paraprofessionals at a school was not based on the teachers' job performance. Rather, the decision is based on the performance of students at the schools. In addition to the adverse impact claim, plaintiffs claim that the CBOE engaged in a pattern and practice of discrimination. In particular, plaintiffs alleged that the CBOE has intentionally selected schools on the South and West sides of Chicago for turnaround. The schools selected have high percentages of both African American students and teachers. Schools with higher numbers of white students and teachers are not selected for turnaround even though their performance is the same or worse than the schools actually selected. In 2020, both parties moved for summary judgment. In early 2021, the District Court denied both parties' motions for summary judgment.

After summary judgment was denied, the parties engaged in substantial settlement discussion before a Magistrate Judge. At the end of these negotiations, the parties agreed to settle the matter for the total amount of \$9.25M, which will be used to cover claims submitted by approximately 415 members of the class and the reasonable attorney fees and costs of the Clinic and its co-counsel. The Court granted preliminary approval of the settlement in April 2022 and notice of the settlement was sent to the members of the class. The Clinic is now receiving and

reviewing the claim forms submitted by the claimants. The matter will be submitted to the Court for final approval in August 2022.

Porter v. Pipefitters Association Local Union 597 (N.D. Ill.),

In *Porter*, plaintiffs claim that Local 597 discriminated against a class of African-American union members by operating hiring systems (a Hiring Hall and a Referral Hall) that disadvantaged African-American pipefitters with respect to their hours worked and other benefits of employment.

After years of litigation, the Court denied Local 597's motion for summary judgment on plaintiffs' claim that the union engaged in intentional race discrimination in implementing the hiring systems. The parties thereafter agreed to a settlement of the class action. Under the terms of the settlement, Local 597 paid \$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 for attorneys' fees and costs. The settlement also includes significant non-monetary relief, including a change in the percentage of pipefitters hired from the Referral Hall, increased fines to contractors for violations of the Referral Hall system, increased efforts to recruit African-Americans to Local 597's Apprenticeship Program, and quarterly reports to the Court, a court-appointed consultant, and class counsel on the progress made in implementing the non-monetary terms of the settlement.

In late 2020, the District Court granted final approval of the settlement and ordered the distribution of the settlement proceeds. Distribution of the proceeds occurred in mid-2021. The Clinic is now working with the court-appointed consultant to monitor the Union's progress on the non-monetary terms of the settlement.

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 some of these appeals, the Employment Law Clinic represents the appellants in their appeals. In other reconsiderations, the Clinic is contacted and asked to participate as an amicus curiae. Students working on these appeals write the briefs and present oral argument to the Seventh Circuit. The students are supervised in the appeals pending in the Seventh Circuit by both Randall D. Schmidt and James Whitehead.

Ostrowski v. Lake County, Indiana, et al. (7th Cir.)

In this case, Thomas Ostrowski sued Lake County Indiana and other governmental entities alleging that their failure to pay him cost-of-living adjustments to his pension violated the provisions of the Americans with

Disabilities Act. The District Court dismissed the case holding that a general release Mr. Ostrowski signed in a prior case, barred his new case. The court also found that based on the prior settlement agreement, the defendants' were entitled to an award of nearly \$250,000 in attorneys' fees and costs.

Mr. Ostrowski, represented by the ACLU of Indiana appealed the court's ruling on the merits. Mr. Ostrowski, as a pro se, appealed the award of fees.

The Clinic became aware of this case and filed an amicus brief on behalf of Mr. Ostrowski in the appeal of the award of fees. The Clinic argued that the language of the prior settlement agreement did not create an entitlement to fees. Instead, the issue of the defendants' right to fees had to be determined by the principles that governed the award of fees to a prevailing party under the ADA.

The Court, *sua sponte*, granted oral argument to the Clinic and allowed a Senior Law Student to present the oral argument to the Court. Shortly after the oral argument, the Court issued a decision affirming the dismissal of the underlying case, but on different grounds. On the issue of the award of attorneys' fees, the Court found that the prior settlement agreement did not govern the issue and agreed with the Clinic that the defendants' rights to the award of fees as the prevailing party should be determined by the ADA and the general rules concerning the award of attorneys' fees and costs. The Court therefore reversed the District Court's order that awarded defendants their fees and costs.

Cothron v. White Castle (7th Cir.)

In 2008, Illinois passed the Biometric Information Privacy Act ("BIPA"). BIPA requires that employers and other entities that collect or use biometric information obtain consent prior to doing so. Lathrina Cothron worked at White Castle beginning in 2004. White Castle required employees to use a fingerprint scanner to gain access to the company's computer system. White Castle, however, did not obtain Ms. Cothron's consent to collect her fingerprint information until 2018, a decade after BIPA took effect.

Ms. Cothron filed a lawsuit in Illinois state court. The defendants removed the case to federal court under the provisions of the Class Action Fairness Act. The defendants then moved to dismiss the case and argued that Ms. Cothron's cause of action was barred by the statute of limitations. According to defendant's argument, Ms. Cothron's cause of action accrued the first time White Castle collected her fingerprint without her consent. The district court disagreed and concluded that a cause of action accrued each time White Castle collected Ms. Cothron's fingerprint without her consent. The district court then certified the issue whether a claim

accrues only once (upon the first scan) or repeatedly (with every scan) to the Seventh Circuit.

The Clinic was approached by various parties and asked to prepare an amicus brief in the case. After research and discussions, the students decided that the issue was one that should be decided by the Illinois Supreme Court and proposed to several other interested groups that we file an amicus brief urging the Seventh Circuit to certify the issue to the Illinois Supreme Court. The American Association for Justice and the Illinois Trial Lawyers Association agreed that the issue was one that should be decided in the first instance by the Illinois Supreme Court and authorized us to file an amicus brief on their behalf. Students in the Employment Law Clinic researched, drafted and filed an amicus brief urging the Seventh Circuit to certify the issue to the Illinois Supreme Court.

On December 21, 2021, the Seventh Circuit agreed that the issue was an important issue of state law and that it should be decided by the Illinois Supreme Court. Accordingly, the Seventh Circuit requested that the Illinois Supreme Court decide the certified question of whether a claim under BIPA accrues each time an entity scans a person's biometric information or only upon the first scan. In January 2022, the Illinois Supreme Court accepted the certified questions and the matter is now pending before the Illinois Supreme Court.

EXONERATION PROJECT CLINIC

The Exoneration Project had a busy and exciting academic year. Over the past year, the EP has continued its work to free wrongfully convicted individuals across the United States. This included litigation in state and federal courts, petitions for clemency, and many other forms of advocacy on behalf of our clients.

Over the course of 2021-22, the Exoneration Project achieved an extraordinary number of successes on behalf of its clients. These successes were the product of a large number of contested evidentiary hearings and other types of litigation. Exoneration Project students were involved in many of these cases. Students gave opening arguments at hearings, put on witnesses, prepared witnesses to testify, participated in witness interviews, visited clients in prison, drafted petitions and other motions that were filed in state and federal courts, etc. Students played an essential role in the successes achieved by the Exoneration Project over the past year.

EXONERATIONS

Multiple Exoneration Project clients were exonerated over the past year:

- Andy Royer (17 years in prison)
- Sean Tyler (25 years in prison)
- Justin Black (11 years in prison)
- Rosendo Hernandez (25 years in prison)
- Sharron Roquemore (24 months probation)
- Matthew Dixon (24 months probation)

The Exoneration Project played a part in the Queens District Attorney's decision to move to exonerate 60 men and women who were victims of corrupt New York City police officers.

Dozens of clients framed by corrupt police officer Ronald Watts had their convictions vacated

CERTIFICATES OF INNOCENCE

The Exoneration Project sought judicial declarations that clients who were previously exonerated were, in fact, innocent. Multiple clients were awarded such certificates, often following contested litigation, over the past year.

NEW TRIALS ORDERED

Following contested litigation and evidentiary hearings, multiple Exoneration Project clients saw their convictions vacated and were granted new trials. Several clients are now free on bond awaiting trial, having spent decades in prison for crimes they did not commit.

SENTENCING SUCCESSES

The Exoneration Project represented a number of individuals who were sentenced to lengthy prison terms for crimes allegedly committed when they were juveniles. We litigated several sentencing hearings. One client was resentenced to time-served.

The Exoneration Project successfully litigated a mandamus action against the Illinois Prisoner Review Board which had refused to consider for parole juvenile offenders who were granted new sentences. The court determined that the PRB had erroneously applied the law and ordered them to consider the Exoneration Project client for parole.

APPELLATE SUCCESSES

The Exoneration Project won an appeal from the dismissal of a post-conviction petition regarding disgraced Chicago police detective Reynaldo Guevara. The appellate court labeled Guevara a "blight" on the Chicago Police Department and the judicial system.

In another appeal, the appellate court reversed the dismissal of a post-conviction petition and remanded to the trial court for further litigation.

OTHER SUCCESSES

An Exoneration Project who was facing retrial in a murder case was released from prison after agreeing to a plea deal under which he was convicted of burglary. A client facing retrial for murder accepted a time-served plea deal and was released. In addition, following contested litigation, the Exoneration Project was able to secure discovery in multiple cases regarding DNA and other matters that will assist those clients in pursuing their innocence claims.

FEDERAL CRIMINAL JUSTICE CLINIC

FEDERAL BAILWATCHING PROJECT'S *FREEDOM DENIED* REPORT

The Federal Criminal Justice Clinic (FCJC) is currently leading the federal bail reform movement, with Professor Siegler spearheading a multi-faceted Federal Bailwatching Project aimed at revealing and reducing high rates of federal pretrial jailing and accompanying racial disparities. Although there has been significant advocacy focused on cash bail in state courts, skyrocketing federal pretrial detention rates had gone largely unnoticed before 2018, when the FCJC began to investigate and identified a [federal bail crisis](#). The Federal Bailwatching Project is attacking this crisis from all angles through legislative and policy advocacy, data-driven courtwatching, stakeholder engagement, and systemic litigation. The FCJC's interventions have brought the federal bail crisis into the national consciousness.

In Fall 2022, Professor Siegler and FCJC students will publish *Freedom Denied*, a report detailing their national investigation of the federal pretrial detention system. *Freedom Denied* presents the results of a courtwatching study the FCJC conducted in federal courts in Baltimore, Boston, Miami, and Salt Lake City. With the help of clinic students from four other law schools, FCJC students gathered, coded, and analyzed data about federal pretrial detention, mined the docketing system for additional information, and generated qualitative data from many more federal courts through interviews with judges and Federal Defenders. The FCJC reached across the law school to partner with Professor Sonja Starr and the Coase-Sandor Institute, who led the data cleaning, validation, and analysis. Professor Starr and FCJC Professor Erica Zunkel were also instrumental in the original project design.

Freedom Denied reveals a widespread culture of detention, with federal judges failing to follow the law during the pretrial detention process. The FCJC hopes that this report will combat the institutional pressures and implicit biases that created

the culture of detention, and will ultimately change the way federal judges and other stakeholders approach pretrial detention. We will also use the Report to train defense lawyers to argue the law effectively, and to raise awareness of the social harms and racial disparities created by pretrial jailing.

The FCJC's forthcoming *Freedom Denied* Report:

- Elucidates the legal standards that federal judges should be following in their decisions about whether to release or detain federal arrestees;
- Discusses the courtwatching data, which reveal the myriad ways in which judges detain people without regard for those legal standards;
- Provides qualitative evidence that the FCJC's findings are replicated beyond the four districts where we engaged in courtwatching;
- Highlights the racial disparities that result from prosecutorial charging practices, prosecutors' requests for pretrial detention, and judges' detention and release decisions;
- Illuminates the individual and societal harms of jailing; and
- Provides a set of concrete recommendations and best practices for judges and others to rectify the crisis.

The FCJC's other federal bail reform interventions in recent years have included:

- Groundbreaking Federal Courtwatching Study: The forthcoming *Freedom Denied* report builds on Professors Siegler's and Professor Zunkel's pilot federal courtwatching study in Chicago in 2018–2019. See [Rethinking Federal Bail Advocacy to Change the Culture of Detention](#), THE CHAMPION (July 2020).
- Legislative Advocacy: In November 2019, Professor Siegler [testified before the House Judiciary Committee](#) about the need for reform in the federal bail system. Many of the reforms in Professor Siegler's [written testimony](#) were embodied in the [Federal Bail Reform Act of 2020](#), introduced by Chairman Nadler (D. NY.) as a replacement for the Bail Reform Act of 1984.
- Executive Branch Advocacy: In December 2020, the FCJC submitted a memo to the Biden Administration entitled [Federal Bail Priorities for the Biden-Harris Administration: Executive Branch Policies](#) (Dec. 7, 2020), which discussed the need for federal bail reform, and met with members of the Biden Transition Team.
- Public Advocacy: In February 2021, Professor Siegler and Kate Harris, a third-year law student in the FCJC, published an op-ed in the New York Times, [How Did the "Worst of the Worst" Become Three Out of Four?](#), which

urged the Biden Administration and AG Garland to “disrupt the culture of detention that pervades the ranks of federal prosecutors and, to some degree, the federal judiciary.”

- Training federal judges, federal public defenders, and other stakeholders: Since 2018, Professor Siegler has given speeches and presented trainings for hundreds of federal judges, hundreds of probation officers, and thousands of federal public defenders.

COMPASSIONATE RELEASE AND SECOND CHANCES WORK

The FCJC continued its advocacy for second chances in the federal system. Under the supervision of Professor Zunkel, this work took multiple forms: (1) litigating post-conviction compassionate release motions and appeals to advocate for the release of people in federal prisons, with a specific focus on stash house clients who are serving lengthy mandatory minimum sentences; and (2) broader advocacy for the increased use of compassionate release, clemency, and other second chances to reduce mass incarceration in the federal system.

Building on several prior successful motions for compassionate release, including three releases for stash house clients, the FCJC litigated an additional district court motion and two Seventh Circuit appeals. Federal compassionate release permits a judge to reduce a person’s sentence for family circumstances, medical reasons, or any other “extraordinary and compelling” reason. 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. In our pending motion, we argued that our stash house client should be released immediately for “extraordinary and compelling” reasons: his conviction and sentence are unjust, and he has rehabilitated. We will be filing our reply brief soon and expect a decision later this year. In our two appeals, 3L students presented oral argument before the Seventh Circuit. These students spent countless hours mooted and preparing for the arguments. While one of the appeals was pending on a related issue, the district court judge granted our stash house client’s compassionate release motion, cutting ten years off of our client’s original sentence and releasing him to freedom. This decision was the culmination of a year and a half of litigation.

In addition to representing clients, the FCJC advocated more broadly for second chances in the federal system. The centerpiece of this advocacy was a Second Chances Symposium in February 2022, in partnership with the Illinois Prison Project (IPP). We drew a large and diverse audience from across the country: 280 people attended on the first day of the symposium and 181 people attended the second day. In the lead-up to the symposium, Professor Zunkel and IPP’s Executive Director, Jenny Soble, published an [op-ed](#) in the Chicago Tribune on second

chances, titled [To End Mass Incarceration, We Should Embrace Second Chances](#). The symposium featured national experts including Georgetown Law Professors Shon Hopwood and Vida Johnson, University of St. Thomas Professor Mark Osler, former Federal Pardon Attorney Larry Kupers, and FAMM's General Counsel Mary Price. During the symposium's final panel, which highlighted people who have received a second chance, FCJC clients Leslie Mayfield and Dwayne White shared their powerful stories. Leslie and Dwayne were convicted in connection with the ATF's stash house operation, which the FCJC has been litigating against for years; the second chances they described are a direct result of the FCJC's advocacy. In addition to discussing the broader framework for second chances with national experts, the event also educated lawyers on best practices for advocating for second chances via compassionate release motions and clemency petitions.

STASH HOUSE REFORM UPDATE

This year, the *New Yorker* highlighted the FCJC's involvement in challenging federal fake stash house operations as racially discriminatory. See Rachel Poser, [Set Up and Sent Away](#), *New Yorker* (Oct. 18, 2021). The *Law School Record* also published a feature article about that litigation, which was a collaborative effort by the FCJC, the Chicago Federal Defender Program, and private attorneys. See Becky Beaupre Gillespie, ["Power in Numbers,"](#) *University of Chicago Law School Record* (June 30, 2021).

COVID COURTS COMMENT ON PROPOSED FEDERAL RULE OF CRIMINAL PROCEDURE 62

Building on last year's work, Professor Miller and her COVID Courts team continued to advocate for public access to the courts during emergencies like the COVID-19 pandemic. This year, the team successfully persuaded the Federal Rules Committee to revise a proposed Federal Rule governing court access during future emergencies to avoid some constitutional problems. In addition, the team continued to develop innovative materials to educate defense attorneys about how to most effectively advocate for their clients' rights in the pandemic era.

Last year, the COVID Courts team filed a challenge arguing that COVID-era courts had violated the First Amendment by denying the public *video* access to video hearings and instead limiting the public to audio-only feeds. This practice effectively left the press and public listening outside the virtual courthouse door, in violation of the First and Sixth Amendments. The FCJC's intervention appears to have been the first case of its kind. The case ultimately became moot when the district at issue changed its practices. In a later case, the Ninth Circuit agreed with the legal arguments the COVID Courts team was the first to make.

This year, the COVID Courts team also filed [an official Comment](#) with the Federal Rules Committee suggesting revisions to its proposed new Federal Rule of Criminal Procedure 62, which would govern court access during emergencies such as the pandemic. The COVID Courts team was concerned that the proposed Rule did not protect the bedrock principle of public access to the criminal legal system, and did not adequately account for lessons learned from the recent pandemic. On an individual level, it is critically important for friends and families to be able to attend court. Moreover, on a systemic level, meaningful change in the criminal system is possible only when the public can see what happens.

To provide the best feedback to the Committee on its proposed Rule, the team undertook an exhaustive study examining the effects of COVID-19 on public access to public criminal proceedings in federal court. The team reviewed and documented all 94 districts' orders relating to public access to public proceedings; surveyed newspaper articles, scholarly literature, and publications; researched the experiences of courtwatchers both before and during the pandemic to understand how emergency restrictions affected their ability to observe court and hold officials accountable; and interviewed leaders of prominent courtwatching organizations, criminal defense attorneys, reporters and editors, and family of defendants.

After doing this research, the team filed a Comment that proposed revising the Rule to provide more meaningful guidance for future emergencies, and to make clear that normal First and Sixth Amendment standards must govern during emergencies, though their applications may vary. For example, the public should have video access to video hearings; limiting the public to listening via audio-only feeds must be justified under well-established constitutional standards. Ultimately, the team proposed re-centering the First and Sixth Amendment public access and public trial rights to ensure the open access that has been a hallmark of our criminal system since the Founding.

After detailed discussion of the team's suggested changes, the Committee revised the proposed Rule consistent with the core of the FCJC's Comment. The revised proposed Rule now expressly invokes the First and Sixth Amendment as the floor for court access during emergencies. The Committee also accepted the FCJC proposal to avoid implying that friends and family of a defendant—whose rights of access are protected by the Sixth Amendment—should have lesser access to proceedings. This latter success was especially remarkable as the Committee considered the FCJC's arguments along with the Department of Justice's direct opposition on the same point.

CONGRESSIONAL TESTIMONY & PUBLICATION

In spring 2021, Professor Siegler was asked to submit legislative testimony for a House hearing on federal drug policy. She led the clinic in drafting extensive legislative testimony proposing comprehensive changes to the federal criminal system. See [Statement of Alison Siegler, Erica Zunkel, & Judith P. Miller](#), in Congressional Record for the House Committee on the Judiciary Subcommittee on Crime, Terrorism, and Homeland Security’s Hearing on Controlled Substances: Federal Policies and Enforcement (Mar. 11, 2021). This year, a revised version of that testimony was published by the University of Iowa Law School’s Journal of Gender, Race & Justice. See Alison Siegler, Judith P. Miller & Erica K. Zunkel, [Reforming the Federal Criminal System: Lessons from Litigation](#), 25 J. Gender, Race & Just. 99 (2022).

The FCJC’s testimony explained that, today, people of color account for nearly eighty percent of those convicted of federal crimes, and systemic change is needed. Through the lens of the FCJC’s stash house litigation, the testimony called for Congress to rectify many systemic problems related to drug policy, law enforcement, and privacy, including: Mandatory minimum penalties and recidivist enhancements fuel mass incarceration; federal drug laws disproportionately impact men of color; non-retroactive legal reforms unjustly leave many behind bars; the federal pretrial detention system casts too wide a net and over-detains people of color; the absence of comprehensive and accessible back-end sentencing relief leaves very limited avenues for people like our stash house clients to avoid an excessive sentence; the trial tax unfairly imposes staggeringly high sentences on people simply because they exercise their constitutional right to trial; prosecutorial discretion is overbroad; racial disparities pervade law enforcement and prosecution; discovery restrictions prevent people like our stash house clients from obtaining information about potential racial discrimination by law enforcement or prosecutors; restrictions on litigating claims of racial discrimination against law enforcement and prosecutors limit the ability of our clients and others to succeed in court; and harsh criminal discovery rules trammel the rights of people accused of crimes.

GLOBAL HUMAN RIGHTS CLINIC

This year the Global Human Rights Clinic (GHRC or “the Clinic”) continued to strengthen human rights around the world through its multi-dimensional advocacy strategies of supporting transnational litigation, documentation and reporting, and education and outreach on human rights. As in past years, GHRC engaged in

innovative, necessary and timely project collaborations with organizational partners aimed at advancing social and economic justice across the globe.

Below is a description of selected GHRC 2021-22 projects, all of which were aimed at promoting the rule of law and protecting human rights globally and in the United States. This past year GHRC focused its efforts on promoting the right to asylum in the context of rising border violence; environmental justice and freedom of assembly for climate change activists; women's equality and non-discrimination; and the human rights of stateless persons. GHRC also provided non-governmental organizations and grassroots activists both in distant places, such as Myanmar, and locally, in Chicago, with critical training on human rights treaty interpretation and enforcement mechanisms to support their work.

SUPPORTING LITIGATION AND DOCUMENTATION ON ACCESS TO ASYLUM IN THE CENTRAL MEDITERRANEAN

A decade after the 2011 Arab Spring, the “central Mediterranean route” which migrants and refugees take from Libya, Tunisia or Egypt to Italy or Malta remains an area of great concern from a human rights perspective. According to the International Organization for Migration, more than 2,000 deaths have been recorded in the central Mediterranean in the past two years alone. These deaths are preventable by European governments. And yet, apart from rare exceptions, they are not conceived as implicating European state responsibility under human rights law.

For years, human rights observers have documented a pattern of collaboration between European and Libyan forces in intercepting migrants at sea and preventing them from seeking international protection. Under international law, the rule of *non-refoulement* prevents governments from turning back asylum seekers to countries where they will suffer persecution, or cruel, inhuman, or degrading treatment. However, European authorities have developed a technologically sophisticated and surreptitious form of “refoulement by proxy,” whereby they systematically surveil the movements of asylum seekers in the Mediterranean and direct the Libyan Coastguard to pull back the boats before they reach European territory to claim asylum, as is their right under international law.

This year, the GHRC partnered with two organizations based in Europe—Border Forensics (BF) and the Global Legal Action Network (GLAN)—to challenge this practice by European governments and advance legal arguments for holding them accountable under international law for migrant drownings in the Central Mediterranean. The GHRC students conducted extensive legal research and analysis using international and regional human rights doctrine and jurisprudence to develop novel legal theories, which will directly feed into pending litigation by

BF and GLAN in European courts. In addition, the student team conducted remote fact-finding—in the form of virtual interviews with European authorities and parliamentarians, journalists, non-governmental organizations and other stakeholders, as well as extensive desk research and public records requests—to inform and enhance the partner organizations’ factual account of the evolving situation. This investigation broke new ground in revealing how this system of surveillance and control at sea operates, and how it contributes both to drownings and to refoulement by proxy.

REPORTING ON THE PROLONGED DETENTION AND DEPORTATION OF STATELESS PERSONS BY THE UNITED STATES

Statelessness – the condition of lacking citizenship or nationality in any country of the world – affects more than 10 million people globally, according to the U.N. High Commissioner for Refugees (UNHCR). In the United States, conservative estimates put the number of stateless persons at over 200,000. However, the U.S. legal framework is completely silent with respect to statelessness, in effect leaving stateless people unrecognized, unprotected and invisible before the law.

As persons relegated to a life without legal status or documentation, stateless people in the United States are subject to being detained by immigration officials. Because they do not have a country of nationality where they can be deported to, stateless detainees have remained in immigration detention for months or years without any prospect of release, in violation of the U.S. Constitution and international human rights law. In some cases, after undergoing prolonged detention, stateless detainees have been forcibly deported to “third-countries” (countries where they are not citizens), thereby perpetuating their condition of legal limbo and further depriving them of protection as required by international law.

For this project, the GHRC team partnered with United Stateless (USL), a unique grassroots organization formed by stateless individuals in the United States, to undertake cutting-edge research and fact-finding on the detention of stateless individuals in immigration centers. To provide essential backbone and credibility to the research, the team conducted in-depth interviews with various stateless individuals with direct experience of prolonged detention in the U.S. immigration system. These accounts were supplemented by an extensive literature review, interviews with relevant stakeholders, and FOIA requests to various government agencies. The research culminated in a report documenting how the United States violates international law by subjecting stateless persons to prolonged, repeated and arbitrary detention, and setting out specific recommendations for the U.S. government to bring its laws and policies in line with international human rights law.

This report, to be published later this summer, will serve as a critical advocacy tool for USL and its allies to lobby representatives in Congress and agency authorities. Indeed, the Department of Homeland Security for the first time acknowledged the need to address statelessness in a Statement released last December.⁸ The publication of the GHRC's forthcoming report will be a timely contribution to the efforts of USL and its allies, ensuring that the recognition and protection of stateless persons remains a priority in domestic immigration reform efforts.

PUBLICATION OF REPORT ON PRISON LABOR IN THE UNITED STATES

In June 2022, the Clinic published its report, co-authored with American Civil Liberties Union, on prison labor practices in the United States and their human rights implications. The first-of-its-kind report, [*Captive Labor: Exploitation of Incarcerated Workers*](#), examines the use of prison labor throughout the U.S. and highlights how incarcerated workers' labor helps maintain prisons and provides vital public services. *Captive Labor* also calls for far-reaching reforms to ensure prison labor is truly voluntary and that incarcerated workers are paid fairly, properly trained, and able to gain transferable skills.

The *Captive Labor* report reflects the work of three generations of GHRC students, faculty and staff. From 2018 to 2022, the Clinic team conducted extensive research and completed drafting of a report highlighting the violations of the human rights of incarcerated workers in the United States. They analyzed state and federal laws, policies, and practices that result in these violations of international human rights standards, and detailed the multiple exploitative aspects of prison labor as recounted by incarcerated workers themselves. The Clinic also provided a set of recommendations for federal, state and local governments, state departments of corrections, the Federal Bureau of Prisons, correctional authorities, and private companies involved in prison labor.

In addition to contributing to the drafting and research of the report, the GHRC filed FOIA requests in 50 states, surveyed more than 100 workers currently behind bars in three states (Illinois, Louisiana and California), completed a fact-finding trip to Louisiana in March 2020, and conducted 65 interviews with key stakeholders

⁸ *DHS Announces Commitment to Enhance Protections for Stateless Individuals in the United States*, U.S. DEPARTMENT OF HOMELAND SECURITY (Dec. 15, 2021), <https://www.dhs.gov/news/2021/12/15/dhs-announces-commitment-enhance-protections-stateless-individuals-united-states>

including experts, formerly incarcerated individuals, representatives of advocacy organizations, academics, and leaders of reentry organizations across the country.

To combat the exploitation of incarcerated workers, the report makes several recommendations in line with international human rights standards, including: ensuring that all work in prisons is fully voluntary by eliminating any laws and policies that punish incarcerated people who are unable or unwilling to work; allowing incarcerated workers the same labor protections afforded to other workers in the United States; instituting comprehensive safety and training programs for all work assignments in correctional institutions; investing in prison work programs that provide incarcerated workers with marketable skills and training that will help them to find employment after release; and, critically, amending the U.S. Constitution to abolish the 13th Amendment's exclusion that allows slavery and involuntary servitude as punishment for a crime.

The report's release was covered by various media outlets, including [The Guardian](#), [Aljazeera](#), and Harper's Magazine. The report's findings and recommendations are now being used by a wide range of stakeholders and policy makers around the country to push for these reforms at the local, state, and federal levels, and will remain a key part of advocacy efforts going forward.

LITIGATION ON ENVIRONMENTAL JUSTICE AND HUMAN RIGHTS BEFORE FRENCH COURTS

This year, the GHRC partnered with the Abrams Environmental Law Clinic (AELC) and Seattle Avocats, a public interest law firm based in France, to bring suit against a multinational car manufacturer in French courts to demand relief for ongoing human rights violations and environmental harms related to the company's global supply chain. The litigation seizes on a recently created right of action under French law for victims or concerned parties to sue any company with a nexus to France for its connection to violations along their supply chain which they have failed to reasonably detect and prevent.

Throughout the course of the year, the GHRC and AELC teams provided Seattle Avocats with critical analysis of the car manufacturer's supply chain, the company's vigilance plan, and relevant international legal standards. By the end of the year, the student team had produced a final draft of the Notice of Intent to Sue, a formal discovery request, and a preliminary version of the Complaint with the main legal arguments and factual research to be presented before the French courts.

Through this litigation, the GHRC and AELC seek not only to halt ongoing violations by the concerned car company, but also to advance corporate accountability for human rights and environmental law violations long-term by

establishing a positive precedent for the future use of the French duty of vigilance law as an avenue for redress.

STRATEGIC SUPPORT TO THE U.N. SPECIAL RAPPORTEUR ON FREEDOM OF ASSOCIATION AND ASSEMBLY TO ADVANCE THE RIGHTS OF CLIMATE ACTIVISTS

This year, the Clinic provided strategic support to the U.N. Special Rapporteur⁹ on freedom of peaceful assembly and association, Clément Voule, to advance the rights of environmental and climate activists worldwide. In particular, the GHRC team assisted the Special Rapporteur in identifying opportunities for interventions in ongoing litigation around the world concerning restrictions on the rights of climate and environmental justice advocates to assemble and protest.

In addition, the team provided the Special Rapporteur with timely analysis of a Zimbabwean draft bill, the “Private Voluntary Organizations Act,” which aimed to curb the legitimate activities of domestic non-profit organizations. The team composed a draft letter laying out the main legal arguments under human rights law for discarding or amending the draft law, allowing the Special Rapporteur to make a well-timed intervention to prevent the passage of that bill. By providing such critical support, the GHRC had the opportunity to engage with one of the pillars of the U.N. human rights system, thereby contributing to the development of international human rights standards in the protection of peaceful assembly and association.

DRAFTING OF TOOLKIT TO ADVANCE WOMEN’S PARTICIPATION IN CONSTITUTIONAL PROCESSES

This year, the Clinic continued its partnership with UN Women to advance women’s effective participation in the constitutional process currently underway in Chile. Over the past year, Chile has engaged in a long-awaited process to draft a new national constitution to replace the one put in place in the 1980s by military dictator Augusto Pinochet.

⁹ Special Rapporteurs of the United Nations (also called “special procedures”) are independent human rights experts appointed by the U.N. Human Rights Council to report and advise on specific human rights issues from a thematic or country-specific perspective. As part of their mandate, Special Rapporteurs undertake country visits, conduct annual thematic studies, convene expert consultations, and act on individual cases of reported violations and concerns of a broader nature by sending communications to States and international authorities.

In collaboration with the Lowenstein International Human Rights Clinic at Yale Law School, the GHRC worked with UN Women Chile to co-author a practical “toolkit” on the Chilean constitution-drafting process that will outline best practices for the inclusion and promotion of women’s human rights in constitution-making processes. The Chilean constitution-drafting process is of particular interest because it is the first time that gender parity in the drafting body has been required.

As part of the research, the Clinic team traveled to Chile in May 2022 to carry out in-person fact-finding. The team conducted more than 30 interviews with members of the constituent assembly, civil society representatives, academics and media stakeholders. The toolkit aims to provide civil society around the world with insights and lessons from the Chilean process with regard to women’s participation, with a view to informing their own constitution-drafting processes in line with human rights and gender equality principles.

TRAINING FOR RAKHINE YOUTH AND WOMEN’S NETWORKS IN MYANMAR

Following the military coup in Myanmar in early 2021, GHRC designed and delivered a training for activists in Myanmar on how to collect testimony and documentation from victims of human rights violations in accordance with international standards and best practices. At the time, the training provided much-needed training on documentation that would meet evidentiary standards of domestic and international tribunals.

This year, the GHRC did a follow-up training at the request of two coalitions of grassroots activists in Myanmar’s troubled Rakhine state: the Rakhine Youth Network and the Rakhine Women’s Network. The two-part training focused on international mechanisms and advocacy strategies to address human rights violations perpetrated by the military and non-state actors since the coup. In addition to providing a foundational understanding of human rights principles and their origin, the training highlighted the existence of enforcement mechanisms and other implementation avenues at the international level that could be employed by activists in Myanmar to seek redress for rights violations suffered domestically. Participants engaged in a lively discussion with GHRC students on the significance of human rights in the context of state repression, the challenge of weak international human rights enforcement, and the possibility to devise new strategies for strengthening human rights implementation on the ground.

TRAINING TO FREEDOM HOUSE'S EMERGENCY ASSISTANCE PROGRAM ON INTERNATIONAL HUMAN RIGHTS TREATY OBLIGATIONS

At the request of Freedom House, for the second consecutive year, the GHRC delivered a training for program officers in Freedom House's Emergency Assistance Program on how to interpret human rights contained in the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). The Emergency Assistance Program requested this training to ensure their internal systems accurately identified human rights violations in a manner consistent with legal principles. The training included interactive portions where participants had to analyze case studies and answer questions about how to apply legal interpretations of the relevant human rights.

TRAINING TO CHICAGO COMMUNITY ORGANIZERS ON HUMAN RIGHTS OBLIGATIONS RELATED TO NON-DISCRIMINATION AND RACIAL EQUALITY

In April 2022, the GHRC conducted a training for law students and community organizers in Chicago who are working on a cross section of racial justice related issues (environmental justice, housing issues, policing and immigration). The training exposed the organizers to human rights, including its origins, substance and enforcement mechanisms, with a view to inspiring reflections on how international human rights law could be relevant to domestic racial justice advocacy.

HOUSING INITIATIVE TRANSACTIONAL CLINIC

The Housing Initiative Transactional Clinic worked on many innovative affordable housing and community development transactions during the 2020-2021 academic year:

Chatham Park Village Co-op. This limited equity housing cooperative is one of the oldest on Chicago's south side. The co-op engaged the Housing Initiative Transactional Clinic for assistance in updating its governance documents and procedures, and its resale formula for sales of shares in the co-op.

Chicago Family Housing Community. The Housing Initiative represents this start-up, limited equity affordable housing cooperative as it seeks to close on the acquisition of its first building, on North Avenue on Chicago's west side. The clinic has worked with the co-op's founders on organizational documents, including

bylaws, occupancy agreements, and membership share purchase agreements. The clinic then drafted and negotiated the purchase contract for the building acquisition. Closing on the acquisition financing is expected in late summer or fall 2022.

Claretian Associates Inc. This community development corporation in Chicago's South Chicago neighborhood has been a force for neighborhood development and stability since the 1970s. The Housing Initiative has worked with Claretians on a wide variety of projects, including an upcoming low income housing tax credit development in conjunction with Interfaith Housing Development Corporation. In the most recent academic year, the clinic represented Claretians in acquiring vacant, formerly industrial land to be repurposed as affordable housing in a future Claretians' project.

Community Male Empowerment Project. CMEP is a workforce development nonprofit that uses single family home renovations as the vehicle for supporting low income people seeking to enter the construction trades. The Housing Initiative Transactional Clinic represented CMEP in its ongoing home renovation partnerships. The clinic also closed on the extension of a credit facility for CMEP through a local nonprofit community development financial institution, the Chicago Community Loan Fund.

Common (Unity) Properties. The clinic worked with another housing organization startup, Common (Unity) Properties, on its plans for supportive housing for the homeless. The organization was originally conceived to compete in the Social New Venture Challenge through the University of Chicago Booth School of Business. The clinic's work consisted of research and advice on individualized savings accounts to support the homeless population that would be served, and also research into zoning and building design for a contemplated 'tiny home' village that could be built under a townhome zoning designation that is common in Chicago. Although the graduate student team principals of Common (Unity) Properties have finished their time at the University, the organization is expected to continue post-graduation, and the clinic will stay involved as its business plan further develops.

Deborah's Place. Deborah's Place is a leading provider of supportive housing for women dealing with the challenges of homelessness. The clinic's work this past academic year consisted of negotiating a lease for office space that Deborah's Place and another agency will use to provide supportive services for their clients. In addition, the clinic advised Deborah's Place on bylaws updates for the organization and its affiliates.

Greater Chatham Initiative - Artists on the Nine. The Greater Chatham Initiative (GCI) is a nonprofit on Chicago's south side that is engaged in the City of Chicago's Retail Thrive program to improve commercial spaces in Chicago neighborhoods. This past academic year, the Housing Initiative clinic represented GCI in successfully closing on the financing and construction of co-working and gallery space for artists on the first floor of an apartment building in Chatham. The financing included a loan from Landmarks Illinois, a construction escrow arrangement with First American Title and Motus Construction, and a grant from the City of Chicago's Retail Thrive program. Because the building is part of a designated historic district, the design of the commercial storefronts honors the historic features of the neighborhood.

Habitat for Humanity – Chicago. The Housing Initiative Transactional Clinic was engaged by Habitat for Humanity to advise them on the planning stages for their new townhome project in Chicago's West Pullman neighborhood. The development will consist of new, single-family, energy-efficient homes to be purchased by families in need of affordable housing who commit to Habitat's homeownership courses and completion of volunteer hours spent building their own homes. To date, the Housing Initiative Clinic has advised Habitat on options for forming the homeowner association and for the phasing of the development.

Housing Opportunities and Maintenance for the Elderly (H.O.M.E.). H.O.M.E. is a longstanding nonprofit organization with a mission of helping Chicago's low-income seniors to live independent and socially engaged lives. The clinic had earlier negotiated and drafted a joint venture agreement between H.O.M.E. and another Chicago-area nonprofit, The Resurrection Project (TRC), for the development of 'Senior Village II,' which will provide multifamily affordable housing through an innovative intergenerational housing model. The next step for the clinic was to put in place the agreement with the architect who will be designing the development. Clinic students worked closely with the client's executive director and development consultant to negotiate and draft the 24-page agreement, addressing such issues as the scope of work, timelines for completion of various design stages, owner approval rights, indemnification provisions, and dispute resolution and termination rights. With the architect under contract and the design work underway, the project has advanced to competing in funding rounds to obtain financing.

Kenwood Oakland Community Organization. KOCO is a leading local voice on community issues affecting low-income and working families in North Kenwood, Oakland and neighboring communities. Through the City of Chicago's Invest South and West initiative, KOCO is engaged in redeveloping its headquarters to

position itself to continue its neighborhood advocacy into the future. The Housing Initiative clinic was engaged to represent KOCO in negotiating and drafting the architect agreement for design services for the new headquarters. The site will include café space with commercial kitchen on the first floor, a food pantry and storage in the basement, and office space throughout the second and third floors.

LUCHA. The clinic represents LUCHA in its joint venture with Evergreen Real Estate Group for the development of a multifamily housing project with up to 220 affordable rental units, a community center, and healthcare and childcare facilities. The project will be located at the westernmost end of The 606's Bloomingdale Trail, on the City's west side, on a parcel that formerly was the site of the Magid Glove factory. In recent months, the clinic has counseled LUCHA on the organizational structure for the joint venture as the parties continue to refine their working relationship.

Neighborhood Housing Services. The Housing Initiative Clinic represents Neighborhood Housing Services in its role in "The Ave" development, an ambitious mixed use development planned for Chicago's west side. Through a joint venture with KMW Communities and Preservation of Affordable Housing, NHS will renovate its West Side Hub office at the site, which will also feature 44 apartments, a rooftop garden, gym, restaurant and child care facility. To date, the clinic's work has included negotiating and drafting the joint venture term sheet with NHS's redevelopment partners, and researching Uniform Relocation Act requirements and benefits.

Oak Park Regional Housing Center. The clinic represents the Oak Park Regional Housing Center (OPRHC) in a joint venture with Heartland Alliance to construct a mixed-income, mixed-use development at the site of the historic Laramie State Bank building in Chicago's Austin neighborhood on the west side. The project will achieve important historic preservation goals and bring new units of affordable housing and new commercial opportunities to the neighborhood. In recent months the clinic has counseled OPRHC on site assembly and financing issues as the project moves closer to identifying the needed capital sources for the construction of the project.

Pilsen Housing Cooperative. PIHCO is a limited equity co-op that was organized by longtime artist residents of Pilsen to carve out a space for low and moderate income families in a rapidly gentrifying neighborhood. This past academic year, the Housing Initiative Transactional Clinic represented the co-op in its successful purchase of its second building in Pilsen. The closing involved extensive negotiations with the seller to give the co-op time to assess a vintage building, to market shares to incoming co-op members, and to line up its financing. Financing

was provided by Self Help Credit Union, a nonprofit bank based in North Carolina, and clinic students negotiated the documents and executed the closing. Six co-op homeowners will now have a long term place in the community.

Saint John Baptist Temple Church Community Development Corporation. St. John's Temple CDC has embarked on an ambitious, multi-parcel redevelopment effort in Chicago's Chatham and Grand Crossing neighborhoods. Plans include affordable housing for seniors, a community center, and an adult day care center. This past academic year, the Housing Initiative Clinic has counseled the CDC leadership on site acquisition, working with the CDC's developer consultant and design teams.

United to Preserve Affordability and Stability in Garfield Park. This newly formed organization grew out of an extended community planning effort spearheaded by the Garfield Park Community Council, the Institute for Housing Studies, and the Metropolitan Planning Council. The Housing Initiative Transactional Clinic assisted the loose coalition of nonprofits in organizing into a not-for-profit corporation that is poised to bring housing advocacy and services to an underserved part of Chicago's west side. To date, the clinic's services have included developing a set of bylaws for the organization, based on principles that emerged from the planning process. The next step will be to assist the new organization in obtaining tax-exempt 501(c)(3) status to assist it in its fundraising and service efforts.

Voice of the People of Uptown. The clinic works with Voice on the planning effort around the Diversity Land Trust, a proposed community land trust that would ensure long-term, even permanent, use of property for affordable housing. The clinic's work has consisted of advising Voice on possible membership and governance structures for the DLT; the potential affordable housing requirements that the DLT might promote and enforce; and the range of potential benefits that the DLT might provide to members that participate in its program.

IMMIGRANTS' RIGHTS CLINIC

The Immigrant Rights Clinic (IRC) had an exciting and successful year representing immigrants from the southside of Chicago to Afghanistan.

IRC continues to focus on issues related to national security and the War on Terror, representing both individuals victimized by the U.S. government as well as individuals targeted by terrorist groups. In January 2022, IRC filed a federal habeas action in the Northern District of California on behalf of Omar Ameen, a refugee of

Iraq who the government falsely accused of being a member of ISIS. After trying and failing to extradite Mr. Ameen to Iraq based on murder charges that a magistrate judge found were not supported by probable cause, the government initiated removal proceedings to strip him of his refugee status. After the immigration judge rejected the government's terrorism allegations a second time and granted Mr. Ameen withholding of removal to Iraq, Mr. Ameen sought release from detention but was denied bond. An in-depth magazine feature about Mr. Ameen's case can be found [here](#).

After second-year student Alice Thompson argued the habeas petition in April 2022, the district court granted Mr. Ameen a second bond hearing. *Ameen v. Jennings*, No. 22-CV-00140-WHO, 2022 WL 1157900 (N.D. Cal. Apr. 19, 2022). IRC is back before the district court for a second time after bond was denied again in the second hearing. In meantime, the district court's favorable decision on the habeas petition has been appealed to the Ninth Circuit by the government. IRC students will participate in briefing and oral argument at the Ninth Circuit this coming academic year.

IRC also represents victims of terrorism. IRC has filed an asylum claim on behalf of a Kurdish man who worked for the U.S. government in Syria before the U.S. withdrawal. The U.S. government evacuated him in 2021 after ISIS attempted to kill him and almost succeeded. IRC is currently working with the U.S. Department of State to evacuate his wife from Syria after she received death threats from ISIS as well.

After the U.S. withdrawal from Afghanistan in August 2021 left thousands of U.S. allies stranded and at the mercy of the Taliban, IRC created the Afghan Humanitarian Parole Project that enlisted first-year students in a pro bono project preparing and filing applications for humanitarian parole on behalf of Afghans. The Project was able to file applications on behalf of more than 50 individuals in Afghanistan from October 2021 to January 2022. IRC also represents an Afghan in the United States on his asylum application in partnership with the Hyde Park Refugee Project.

IRC continues to litigate and work on issues related to the immigration consequences of criminal convictions. This coming year, IRC will brief and argue an appeal at the Seventh Circuit raising important questions about the definition of crime of violence after the Supreme Court's decision in *United States v. Taylor*, 596 U.S. ___ (2022). IRC continues to partner with the National Immigrant Justice Center (NIJC) to maintain a guide for criminal defense and immigration attorneys that outlines the immigration consequences of the most commonly-charged Illinois

state crimes. The guide allows thousands of non-citizens to receive adequate advice on the immigration consequences of their criminal convictions each year.

IRC also maintains an active docket of cases challenging the involvement of state and local police in federal immigration enforcement. In March 2022, the Clinic filed a motion seeking the release of a Chicago resident being held by Will County on a material witness warrant as an end run around the Illinois Way Forward Act, which prohibits local jurisdictions from detaining non-citizens for civil immigration violations. After the Illinois Attorney General Office intervened, Will County agreed not to turn him over to ICE and released him instead. He has now [reunited](#) with his family.

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. IRC students conducted depositions and drafted the motion for summary judgment and opposition. After losing on summary judgment, the New York State Police offered a generous settlement to avoid going to trial. IRC continues to represent the plaintiff in his attempts to return to the United States to reunite with his family.

IRC's legal clinic with Centro de Trabajadores Unidos (CTU) has expanded from a biweekly clinic to a weekly clinic during the academic year. As part of the clinic, IRC students assist southside Chicago community members in understanding their legal options and filling out forms for immigration benefits. The clinic has also undertaken the representation of one community member on her naturalization application and another community member's application for a U visa, a special visa available for victims of crime. Through the CTU clinic, IRC students have advised and/or represented one hundred and fifty community members.

INNOVATION CLINIC

2021-2022 was the most successful year for the Innovation Clinic to date. Students in this year's cohort were fortunate to participate in the Innovation Clinic's inaugural Innovation Trek. Thanks to a generous gift from alumnus Douglas Clark, Managing Partner at Wilson Sonsini Goodrich & Rosati, this year's students had

the incredible opportunity to travel to Silicon Valley for three days full of educational and networking events. We were hosted by Wilson Sonsini, Cloudflare, and StartX for educational panels featuring approximately 40 industry experts in topics such as the early stage founder experience in Silicon Valley, cryptocurrency, the legal tech industry, tech-enabled startups, fostering innovation, investing in the Bay Area, and cybersecurity. Many of the speakers were alumni of the Law School. Students then enjoyed a networking event hosted by Gunderson Dettmer, and a closing dinner with our speakers in San Francisco. The trip provided students with invaluable insight into the venture capital ecosystem in the epicenter of the industry, and energized them with ideas on how to foster innovation at home. Our speakers were generous enough to give us their candid perspectives on their respective fields in an off-the-record setting. The trip also broadened the students' apertures on what is possible for their careers in the long term, as they heard from many speakers who went to law school and either never practiced, or transitioned into a business role after practicing for some time. We are so grateful to all of our speakers, hosts, and of course, Douglas Clark for enabling us to provide a uniquely University of Chicago, world-class experience for students to deepen their understanding of the intersection between law and economics in a field about which they are passionate. More information on the Innovation Trek can be found [here](#), and our first person student account of the student experience at the Innovation Trek can be found [here](#).

Of course, the Innovation Clinic kept up with its track record of performing exceptional client work as well. The 15 Innovation Clinic students completed approximately 25 projects for almost as many different clients, some of which described below were bigger than ever before. We represented clients in a slew of industries including biotech, gambling, blockchain, crypto, pet health, internet operations, retail, video games, professional development, education, financial services, quantum, and art. While the Innovation Clinic's engagements are highly confidential and so we cannot describe many of them in detail, a high-level description of a representative sample of projects undertaken by the Innovation Clinic this year includes:

TRANSACTIONAL/COMMERCIAL WORK

- Acted as co-counsel to an existing quantum software startup client in its acquisition by a quantum hardware company. In this, the Innovation Clinic's first M&A transaction, students acted as junior and mid-level associates, performing all diligence, preparing disclosure schedules, drafting ancillary agreements and closing certificates, and the like. Students also had the opportunity to shadow calls that even first year

associates might not get to participate on due to cost concerns, such as calls around tax structuring considerations for the transaction and negotiation calls between the opposing parties, giving them critical insight into the big picture of an M&A transaction.

- Represented a video game company creating a novel form of educational video game in preparing a form of license that it could use to obtain the rights to existing video games from large, household name video game developers and retailers.
- Negotiated equity arrangements amongst founders, employees and advisors of, and prepared all other closing deliverables required to form entities for, multiple biotech startups, including one developing a saliva-based test for oral cancer, one developing tRNA sequencing technology and another commercializing Argonne technology related to oil spill cleanup.
- Drafted and negotiated software licenses, SaaS agreements, terms of service and privacy policies for various startups, including a new platform allowing artists to rent their art in short term rentals instead of selling to a gallery or selling on consignment, and a novel quantum software product.
- Drafted forms of wholesale and affiliate agreements for use by a retailer of adaptive clothing for maternity.
- Drafted a form of agreement for use with a company that provides independent contractor, fractional CEO, and advising services in exchange for equity in its clients.
- Drafted and assisted our client in implementing a “slicing the pie” model of equity distribution for its workers.

REGULATORY RESEARCH AND ADVICE

- Advised an education startup providing curricula and administrative resources for parents desiring to home school or pod school as to whether they would be considered a home school or a private school in each state, and the regulatory burden associated with the recommended category.
- Analyzed FDA rules, regulations, guidance for industry and procedures as well as other federal statutes and common law to argue to the FDA that veterinarians should be able to prescribe certain medications to animals exclusively via telehealth rather than solely through in-person examination, to advise a pet telehealth startup aiming to make pet care frictionless during the pandemic and beyond. This included analysis of whether the startup should pursue informal correspondence with the FDA, or submit a citizen petition.

- Conducted an assessment of the regulatory schemes governing gambling in various states to determine whether a novel form of sports betting that does not involve money would be subject to gambling regulations or not.
- Analyzed restrictions on adoption advertising in key states to determine how a platform matching potential adoptive parents with parents desiring to place a child for adoption could operate in such states under its current business model.

MISCELLANEOUS

- Submitted a comment to the Financial Crimes Enforcement Network in response to its Notice of Proposed Rulemaking issued in early 2022 with respect to the Corporate Transparency Act. In particular, our comment focused on aspects of the proposed regulations that would be either impossible for startups to comply with or particularly onerous for startups as opposed to other types of small businesses. We are awaiting a subsequent Notice of Proposed Rulemaking to see whether our suggestions were implemented, but received much positive feedback from practitioners in the space. A copy our comment letter can be accessed [here](#).
- Entered into a new partnership with Gunderson Dettmer in which the firm sends students legal topics and questions on which some of its non-specialist lawyers aren't well versed so that students can prepare educational materials for the lawyers and teach those lawyers about the topic.
- Presented at the Polsky Center for Entrepreneurship and Innovation and on topics such as entity formation, intellectual property considerations for startups, artificial intelligence, employment law matters and negotiation basics.

In addition to the impactful and meaningful work that the Innovation Clinic performs for its clients, we also enjoy a highly beneficial relationship with alumni who are willing to share their time and experience with current students. This year, in addition to the Innovation Trek, we had guests join us in class. We heard from speakers running the gamut from partners and associates at law firms specializing in startup and venture capital matters to employees at Portal Innovations, a new private sector deep tech accelerator in the Fulton Market neighborhood of Chicago. We also piloted the new relationship with Gunderson Dettmer noted above.

Perhaps the most telling fact of the Innovation Clinic's success is the feedback we receive from clients. One client said that they "literally had zero worries since the

[Innovation Clinic] stepped in.” Co-counsel on another matter said that they were “delighted with the support from...the students...you are adding great value and are sincerely appreciated.” Our talented, hard-working, thoughtful students enable us to serve our clients at the highest levels while catalyzing regulatory change necessitated by the current innovation ecosystem in the United States.

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. We are glad to aid in their success in any way that we can. We look forward to another productive year in 2022-2023!

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 2021-22 through our in-depth representation of low-income entrepreneurs, advocacy for economic liberty, and outreach for small businesses throughout the city. Particularly during the COVID19 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 to both clients and lawmakers so that the small businesses that are key to our economic future can survive and even flourish.

The IJ Clinic’s clients included a variety of businesses founded by low-income entrepreneurs in Chicago. For example, we represented

- a worker cooperative owned by street vendors to operate a shared kitchen
- a designer sneaker and handbag company founded by a man who learned his craft in a prison workshop and determined to build a company around his talents when he came home
- a coffee shop and roastery founded by friends in their neighborhood of Back of the Yards after they tried and failed to convince big-name coffee shops to open in the neighborhood
- a worker-owned bicycle messenger service that delivers orders for restaurants

- a healing business that coordinates yoga, meditation, acupuncture, counseling, and other healing practices for customers on site and online
- a detergent company that has developed a formula for a plant-based, gentle laundry detergent, which is now sold all over the country
- a barber college designed to help under-resourced students start careers as barbers, inspired by the founder's experience becoming a barber after 20 years of wrongful imprisonment
- an urban agriculture business that grows produce, designs vegetable gardens, and educates the public about growing food in the city
- a popular brunch restaurant with plans to expand and distribute products wholesale.

The IJ Clinic's clients mean everything to their founders and to their communities. In the past year, as businesses struggled to stay open or to pivot in ways that allowed them to survive regulatory restrictions, our students counseled them through decisions big and small. Students' significant achievements in this kind of counseling are hard to list here. But their creativity, their insight, their dedication, their wisdom, their knowledge of complex bodies of law, and their care for delivering actionable advice made it possible for our clients to survive and in fact to reach new milestones in their businesses.

Details of our clients' decisions and dealings are confidential, of course. But here is a sampling of some of the major projects students worked on for clients in the past year:

- Closed a commercial loan for a renovation project in a building the client purchased last year.
- Guided a manufacturing company client in negotiations with a minority investor.
- Negotiated the contract with an international agency to represent our client in arrangements with manufacturers in Europe.
- Drafted a trademark licensing agreement between our client and a product distributor.
- Advised clients on the intellectual property protections available for designs, video tutorials, and more.
- Strategized how to advocate for changes to zoning rules that make a business activity nearly impossible for a client to conduct anywhere in the city.

- Led a retail business through different options for raising funds through a private placement, including preparation of a pitch deck and a convertible note financing document.
- Drafted a significant joint venture agreement in a heavily regulated industry.
- Researched licensing requirements for a business's expansion into a new category.
- Counseled a worker cooperative on the terms of entry and exit for cooperative members.
- Negotiated multiple commercial leases for clients including one for a prominent downtown location. Counseled a client on lease termination options and arranged for early termination on favorable terms.
- Prepared an LOI for a proposed O'Hare concession joint venture.
- Negotiated an MOU for the joint development of a significant INVEST South/West project.
- Applied for and successfully obtained key trademarks for clients, overcoming questions raised by the USPTO about potentially conflicting marks.
- Created master forms of contracts for clients including a catering agreement, garden services agreement and independent contractor agreement.
- For multiple start-up clients, reviewed organizational documents and prepared Bylaws and Consents for entity governance compliance.
- Counseled a client on the dissolution process for a business that was overcome by obstacles that were compounded by the pandemic.
- Recommended best practices on employment arrangements.
- Researched various regulations including product labeling, wholesale foods production, Cause Marketing and Charitable Co-Ventures.

Alongside its work as general outside counsel for businesses founded by low-income entrepreneurs, the IJ Clinic is a watchdog and advocate for legislative reform. In the academic year 2021-22, the IJ Clinic had its most successful year yet in spearheading legislation in Springfield. Teams of students researched, analyzed, and strategized several policy projects at both the state and city levels.

- The IJ Clinic drafted and lobbied for two bills that passed in the Illinois General Assembly this year. Under the moniker CLIMB, standing for Comprehensive Licensing Information to Minimize Barriers, the new laws will make it possible for the General Assembly to identify unintentional or excessive burdens that the State of Illinois places on people starting jobs. Occupational licenses impose strict requirements for individuals who want to enter an occupation, like barbering or make-up artistry, or social work. By

their very definition, they exclude people who cannot afford to meet the requirements (and put some people into debt to meet them). And that makes it very difficult for the low-income entrepreneurs we serve to start innovative or traditional businesses and to hire eligible employees. In one CLIMB bill, we designed a task force that will analyze occupational licensing for low- to moderate-income occupations, with a focus on equity. In the second CLIMB bill, we amended the process for sunset review in Illinois, so the General Assembly will receive regular substantive reports about the burdens and benefits of occupational licensing. The strategy was built on the foundation of student research and analysis. Our goal is to have a General Assembly that is well informed of the facts about individual people's challenges, not just the goals of the trade associations and schools that benefit from exclusionary, restrictive licensing. Our work will continue to make sure that the task force's report and sunset reviews get the attention they deserve.

- At the city level, we engaged with City of Chicago officials repeatedly to advocate for businesses with small budgets and to educate them about the ramifications of policy proposals on businesses like our clients. For example, we advised the Mayor's Office on the effects of the proof of vaccine requirements for health-related businesses on the South Side. We counseled an alderman on alternative solutions after he introduced an ordinance that would limit the locations of shared kitchens and require all shared kitchens to go through a complex zoning review. We also persuaded the city to remove some onerous requirements that were proposed for businesses within a half-mile of CTA train stations.

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. In 2021, we presented a professional live video stream of our finalists and the panel of prominent judges. The winner was a mental health services provider focused on women of color on the South Side, while the community favorite who received the most votes online was the only running store on the South Side, which is housed in a reused shipping container in Boxville. In a time when customers were feeling disconnected from small businesses, and small businesses were wondering if they could survive the pandemic, we used our virtual competition to expose hundreds of Chicagoans to the semi-finalists and finalists whose businesses contribute so much to their South Side neighborhoods.

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 academic year. All of the Clinic's students did important work on the Clinic's cases—from researching legal issues, to assessing potential arguments, to developing case strategy, to drafting and editing briefs.

U.S. SUPREME COURT CASES

Nance v. Ward, Supreme Court Case No. 21-439.

In a 5-4 majority opinion, the Supreme Court ruled in favor of Petitioner Michael Nance, a death row inmate. The Clinic was co-counsel for Mr. Nance at both the *certiorari* and merits stages of the case. The decision allows Mr. Nance to challenge his execution by lethal injection under 42 U.S.C. § 1983, a federal civil rights law that allows individuals to seek remedies when their constitutional rights are violated.

At issue in the case was the appropriate procedural vehicle for a prisoner's method-of-execution claim. In the proceedings below, Mr. Nance brought an as-applied Eighth Amendment challenge to Georgia's sole statutorily authorized method of execution, lethal injection. The Court previously had held that a prisoner challenging his method of execution under the Eighth Amendment must identify a readily available alternative method of execution that would significantly reduce the risk of severe pain. The Court also previously had held that such a claim can go forward under §1983 when the alternative method proposed is authorized under state law. Because Georgia statutorily authorized only one method of execution, however, Mr. Nance had identified an alternative method of execution that was not already authorized under state law. This case therefore raised the question of whether Mr. Nance could still bring the claim under § 1983.

A majority of the Court held that Mr. Nance could challenge his method of execution under § 1983. The case thus confirmed that prisoners have judicial recourse to seek protection from cruel and unusual punishment.

The Clinic's students worked on every aspect of the case, including drafting the briefs and preparing for argument. Clinic co-director Matthew Hellman argued the case in the Supreme Court.

Oklahoma v. Castro-Huerta, Supreme Court Case No. 21-429.

The Clinic was co-counsel for Respondent Victor Manuel Castro-Huerta in *Oklahoma v. Castro-Huerta*, which also was argued in the Court this Term. The question presented in this case was whether the federal government and the state of Oklahoma have concurrent jurisdiction to prosecute crimes committed by non-Indians against Indians in Indian country.

In a 5-4 majority [opinion](#), the Court ruled in favor of the Petitioner, holding that the federal government and state of Oklahoma have concurrent jurisdiction to prosecute these crimes. Justice Gorsuch filed a dissenting opinion that was joined by Justices Breyer, Sotomayor, and Kagan. Justice Gorsuch stated in the dissent:

Today, the tables turn. Oklahoma’s courts exercised the fortitude to stand athwart their own State’s lawless disregard of the Cherokee’s sovereignty. Now, at the bidding of Oklahoma’s executive branch, this Court unravels those lower-court decisions, defies Congress’s statutes requiring tribal consent, offers its own consent in place of the Tribe’s, and allows Oklahoma to intrude on a feature of tribal sovereignty recognized since the founding. One can only hope the political branches and future courts will do their duty to honor this Nation’s promises even as we have failed today to do our own.

Oklahoma v. Castro-Huerta, No. 21-429, Slip Op. at 42 (2022).

The Clinic’s students did significant work on the briefing in the case.

SEVENTH CIRCUIT CASES

Clinic students also argued two Seventh Circuit appeals, both of which raised questions under the Fourth Amendment. Both cases previously had been briefed by Clinic students during the 2020-2021 academic years.

United States v. Price, Seventh Circuit Case No. 20-3191.

Clinic student Crofton Kelly, ’22, argued *United States v. Price* before the Seventh Circuit Court of Appeals on September 14, 2021. The Seventh Circuit panel for the case was Chief Judge Diane S. Sykes, Judge Frank H. Easterbrook, and Judge Michael B. Brennan. The Seventh Circuit had appointed the Clinic to represent Mr. Price on appeal.

In the case, Mr. Price argued that officers’ searches had violated the Fourth Amendment. He argued that it was unconstitutional for a federal agent to use state parole officers as pawns to conduct searches that the federal agent could not legally conduct, and that these searches further were unreasonable under the totality of the circumstances. Mr. Price therefore argued that the fruits of these unconstitutional

searches should have been suppressed. Mr. Price also argued that the trial evidence was insufficient to sustain his conviction and that the district court erred in applying sentencing enhancements in the case. The Seventh Circuit affirmed the district court in an opinion issued on March 9, 2022.

United States v. Seay, Seventh Circuit Case No. 21-1104.

Clinic student Henry Walter, '22, argued *United States v. Seay* before the Seventh Circuit Court of Appeals on November 16, 2021. The Seventh Circuit panel for the case was Judges Michael B. Brennan, Michael Y. Scudder, and Candace Jackson-Akiwumi. The Seventh Circuit had appointed the Clinic to represent Mr. Seay on appeal.

In the case, Mr. Seay argued that a traffic stop by police violated the Fourth Amendment. Mr. Seay argued that the government failed to carry its burden of establishing that information known to officers who were not present at the scene of the stop could be imputed to the officer who conducted the stop for purposes of the Fourth Amendment. Mr. Seay therefore argued that the evidence uncovered following the stop and during the resulting search should have been suppressed. The Seventh Circuit affirmed the district court in an unpublished nonprecedential disposition on December 22, 2021.

KIRKLAND & ELLIS CORPORATE LAB CLINIC

The Kirkland & Ellis Corporate Lab successfully completed in excess of one hundred projects during the 2021–2022 academic year in collaboration with a wide range of companies. These included A.T. Kearney, Accenture, Allstate, Barilla, GrubHub, IBM, Koch Industries, Kraft Heinz, Meijer, Nike, Sony Electronics, The 3M Company, Verizon, Victoria's Secret, among many others. The lab also worked with various start-up companies both on an individual basis, and in connection with the Booth School of Business (through both the New Venture Challenge and the Social New Venture Challenge).

Additionally, the Lab engaged several new clients, including exciting early-stage ventures.

The Lab continued to enjoy great success due to our ambitious students collaborating with organizations to solve cutting-edge legal and business problems. During the past academic year, the Lab worked on many contract drafting projects, including the creation of several master service, employment, terms of use, and joint venture agreements. However, the topics of this year's projects ranged as

widely as advising clients on proper bathroom signage to the regulation of laser-communications satellites.

The Lab's clients continued to face new challenges. Some of these were related to the continued ramifications of the COVID-19 pandemic, including emerging privacy regulations and flexible work arrangements, while other projects tackled newly emerging legal issues, such as the sale of alternative protein sources, regulation of cryptocurrency, and the usage of biometric data. All these projects show not just the flexibility of students in the face of novel legal questions, but also their ability to respond to new business opportunities.

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 advising a delivery service on cannabis and tobacco laws in different jurisdictions, and their relevance to their business
- Drafted a memorandum for a materials company on complying with laws relating supply chain due diligence
- Drafted a memorandum advising an electronics company on using AI responsibly and in a non-discriminatory fashion for decision making across several use cases

CONTRACT DRAFTING

- Drafted an authorization release for an injury compensation firm
- Drafted a whistleblower policy for a publicly-traded multinational retailer
- 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 its 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 (at 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:

- Sean Kramer, Dan Lewis, Jaime Madell, (Kirkland);
- Brendan Heneghan (Kyndryl);
- Eileen Kamerick (Board member of several NYSE listed companies);
- Andrew Boutros (Dechert);
- Forrest Deegan (Victoria's Secret);
- Jaime Ramirez (Milbank);
- Paul Marchegiani (Warner Bros.)

The Kirkland & Ellis Corporate Lab continues to work with dozens of students each quarter. A brief accounting of former Corporate Lab student directors (available on the Corporate Lab's website) shows graduates to be well represented among the world's top law firms and companies. The Lab looks forward to continued success next year, and many more to come.



FUNDS AND ENDOWMENTS

PROFESSORSHIPS

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

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

The Thomas A. Cole – Sidley Austin Distinguished Visiting Professorship in Business Law was established in 2014 by Thomas Cole (J.D. 1975) and the firm of Sidley Austin LLP to support a distinguished scholar of business to participate in the Law School's business law efforts, including the Doctoroff Business Leadership Program.

The 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 (JD 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 (JD 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 (JD 1956) and Barbara (AB 1954, JD 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 R. Greenbaum and Laureine Knight Greenbaum Distinguished Visiting Professorship in Law was established by David R. Greenbaum (JD 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 (JD 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 (AB 1937, JD 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 (JD 1957).

The Lillian E. Kraemer Faculty and Public Interest Fund for the Law School was established in 2020 by Lillian Kraemer (JD 1964) to establish and endow a fund to enhance the commitment of the Law School to support students interested in careers in the public or not-for-profit sectors. This Fund will provide support for the Lillian E. Kraemer Professor of Public Interest Law or the Lillian E. Kraemer Clinical Professor of Public Interest Law, 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 (JD 1989) and George Bulkeley (Ph.D. 1992) and Marie and Robert Bergman (LAB 1967), in honor of Howard G. Krane (JD 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 (JD 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 (PhB 1927, JD 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 (PhB 1932, JD 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 Richard M. Lipton Professorship in Tax Law was established in 2021 by Richard M. Lipton (JD 1977) to support a faculty member at the Law School who has attained distinction in the field of tax law.

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 (JD 1944).

The Michael J. Marks Professorship was established in 2008 by a bequest from the estate of Michael J. Marks (JD 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 (AB 1935, JD 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 Business Law was established in 2015 by Penny Pritzker, Tony Pritzker (MBA 1987), and J.B. Pritzker in honor of their late father Donald Pritzker (JD 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 (PhB 1935, JD 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 (PhB 1929, JD 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 (JD 1921).

The Allen M. Singer Professorship in Law was created through a bequest from Allen M. Singer (JD 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 (JD 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 (JD 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 (MBA 1979, JD 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 (JD 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. (JD 1983) and Mrs. Jennifer Altabef to provide scholarships for deserving students at the University of Chicago Law School.

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

The Elle D'Amore Angel Scholarship Fund was established in 2020 by family in memory of Elle D'Amore (JD 2022). It will be used to provide scholarship support to a 2L or 3L student at the Law School, with a preference for a student who has contributed significantly and positively to student life at the Law School and demonstrated an ongoing commitment to furthering the rights of underserved populations, such as advocating for women's rights, racial justice and disability rights, among others.

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 (JD 1978) and Dr. Jo Ellen Finkel to attract and support JD 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 (JD 1907) by his friends.

The Harry C. Bull Scholarship Fund was established in memory of Harry C. Bull (JD 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 (JD 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 (JD 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 (LLB 1930).

The Marcus Cohn Scholarship Fund was established in 1995 by Mr. Cohn (AB 1935, JD 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 (JD 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 (JD 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 (JD 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 (JD 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 (PhB 1932, JD 1934). Named also for his brother, Milton Durchslag (PhB 1928, JD 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 (JD 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 (AB 1992, JD 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 (JD 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 (JD 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 (JD 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 (JD 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 (JD 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 (JD 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 (AB 1930, JD 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 (AB 1927, JD 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 (JD 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 (JD 1929). The fund provides scholarship support to students of the Law School.

The Jill Harris Scholarship Fund was established in 1986 by Stuart C. (JD 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 (PhB 1931, JD 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 (JD 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 (JD 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 (JD 1955), by his parents Ebba Cardell Hyer and Stanton E. Hyer (JD 1925).

The Martin D. and Mary A. Jacobson Scholarship Fund was established by Martin (JD 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 (JD 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 (JD 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 (JD 1918).

The Jack and Genevieve Krakauer Scholarship Fund was established in 2015 by a bequest under the will of Jack S. Krakauer (AB 1943, JD 1948) to provide scholarship support for students in the Law School.

The David and Susan Kreisman Scholarship Fund was established in 2011 by David (AB 1960, JD 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 (JD 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 (JD 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 Pavel Malyi Scholarship Fund was established in 2022 by Pavel Malyi (LL.M. 1995) to provide support for deserving candidates to the Master of Laws program.

The Mark Cluster Mamolen Scholarship Fund was established in 2015 through a bequest from Mark C. Mamolen (JD 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 (JD 1937) to provide scholarships for students attending the Law School.

The Edwin B. Mayer Student Aid Fund was established in 1956 in honor of Edwin B. Mayer, a member of the Class of 1912.

The Mayer Brown Scholarship Fund was established in 2006 by the law firm and its partners and associates.

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

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

The Byron S. and Jeanette R. Miller Working Students Assistance Fund was created in 1996 by Byron (AB 1935, JD 1937) and Jeanette (AB 1936, JD 1937) Miller.

The Robert H. and Ina M. Mohlman Fund was established in 1986 by Mr. Mohlman (AB 1939, JD 1941) for the benefit of students at the Law School.

The Momtazee Scholarship Fund was established in 2019 by John Momtazee (JD/MBA 1997) and Dr. Callene Momtazee (AB 1995, A.M. 1997) to provide scholarships students in the joint JD and MBA 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 (JD 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 Rachel Nussbaum Animal Law Fund was established in 2022 by Martha Nussbaum. The fund provides scholarship support for deserving students at the Law School, with a preference for those students interested in pursuing a career in

animal law or policy, or those with a demonstrated history of interest in or advocacy on behalf of animals.

The Mitchell Offenhartz Memorial Scholarship Fund was established in 2019 by Adam H. Offenhartz (JD 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 (PhB 1932, JD 1934) and Rita Ordower by Mark Ordower (JD 1966) and Lawrence Ordower.

The Roger Orf and Lisa T. Heffernan Law Scholarship Fund was established in 2014 by Roger Orf (MBA 1977, JD 1979) and Lisa T. Heffernan (MBA 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 Anna Pinedo Scholarship Fund was established in 2020 by Anna Pinedo (JD 1993) to provide merit based scholarship support for Law School students.

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (AB 1942, JD 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 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 (JD 1988) and Miriam Rosenberg Ritchie (JD 1989) to provide scholarship support for deserving students at the Law School.

The Andrew M. Rosenfield Scholarship Fund was established in 2021 by Andrew M. Rosenfield (JD 1978). The fund provides scholarships to students in the Law School, with a preference for students who have demonstrated interest in pursuing a career outside of a private law firm practice or who have an undergraduate degree from the University of Chicago.

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 (PhB 1918, JD 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 (JD 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based and extend through the Class of 2028.

The Senatore Family Scholarship Fund was established in 2012 by Charles Senatore (JD 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 (JD 1948).

The Daniel C. Smith Scholarship Fund was created in 1992 by Daniel C. Smith (AB 1938, JD 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 (JD 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 (AB 1935, JD 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 (JD 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. (JD 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. (JD 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 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 (JD 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 (MBA 1979' JD 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 (JD 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 (JD 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 (JD 1989) and David Helfand (MBA 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 (AB 1952, JD 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 (JD 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 AB in 1944 and her JD in 1946. Raymond Feldman received his JD in 1945.

The Mark and Barbara Fried Fund for Public Interest was established in 2014 by Barbara Fried (AB 1954, JD 1957), in her name and in memory of Mark (JD 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 (JD 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 (JD 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 (AB 1953, JD 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 (PhB 1944) and the Marilyn and Thomas Karsten Foundation. The fund honors the memory of Thomas Loren Karsten (PhB 1937, JD 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 (JD 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 (JD 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 (JD 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 (AB 1935), Alice Weigle Kraus, Douglas M. Kraus (JD 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (PhB 1933, JD 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 (AB 1960, JD 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 (JD 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 (JD 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 (JD 1980) and Alison Whalen (JD 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 (JD 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 (JD 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 Prosecutorial and Public Interest Fund was established in 2022 to provide support, either as scholarships or as post-graduation loan forgiveness, to students and graduates who have demonstrated an interest in a career as a prosecutor or a career in public interest.

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 (AB 1954, JD 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. (JD 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 (JD 1965) and Susan Steinhauser. The Fund supports an annual summer fellowship at Earthjustice for a current student at the Law School.

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (AB 1935, JD 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 (JD 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 (JD 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 (JD 1920), a distinguished Chicago lawyer, by Judith Mohr Joyce, Elaine Goodman Mohr (JD 1954), and David L. Mohr (JD 1959). Preference is to be given to women.

The Harvey Puchowitz Loan Fund was established in 1955 by friends of Harvey Puchowitz (JD 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. (PhB 1930, JD 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 (JD 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. (JD 1927) and Florence Stenn.

The Richard M. Stout Clinical Loan Fund was established in 1997 by Richard M. Stout (JD 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. (JD 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 McNeese Faculty Research Fund was established in 2017 by Mr. Douglas J. Clark (JD 1989) and Ms. Ruth Ann McNeese to support faculty research.

The Containerboard Cy Pres Antitrust Research Fund was established in 2020 and facilitated by Michael J. Freed (JD 1962). The Fund supports student engagement in faculty research pertaining to the application and enforcement of the United States antitrust laws.

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 (JD 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 (AB 1940, JD 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 (JD 1963) and Adrienne Glazov in honor of the graduation from the Law School of their daughter, Alison (JD 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 (JD 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 (PhB 1927, JD 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 (JD 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. (JD 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 (JD 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 (JD 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 (JD 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 (PhB 1927, JD 1930) to support research in the Law School.

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

The Mark Claster Mamolen Teaching and Research Scholars Fund was established in 2015 through a bequest from Mark C. Mamolen (JD 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 (JD 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. (JD 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 (JD 1942) on his retirement after 37 years of service.

The George J. Phocas Fund was established in 1994 by Mr. Phocas (AB 1950, JD 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 (JD 1974) and Chester T. Kamin (JD 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 (JD 1919), Bernard Nath (JD 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 (JD 1935) in celebration of the 50th anniversary of his graduation.

The Paul J. Tierney Clinical Program Fund was established in 2009 by Michael Tierney (JD 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 (JD 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 (JD 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 (JD 1968) upon his retirement from the Law School. This fund will provide support to JD and LLM students in the form of scholarships as well as emergency student funding.

The Adams Wisner Dean's Discretionary Fund was established in 2015 by Katherine Leatherman Adams (JD 1990) and Forwood C. Wisner III. This fund will provide expendable support for the environmental law clinic and/or diversity and inclusion efforts at the Law School.

The Arnold and Samuel Chutkow Memorial Fund was established in 1958 as a memorial to Arnold M. Chutkow (JD 1951), through a gift from Samuel Chutkow (JD 1920) and the friends and classmates of Arnold Chutkow, to support the student Moot Court Competition. In 1981, it was also designated as a memorial to Samuel Chutkow.

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

The Class of 1962 Photo Archive Fund was established in 2017 by the Class of 1962 on the occasion of their 55th "Double-Nickel" reunion. The fund provides support for the Law School's photographic archives.

The Stephen C. Curley Fund was created in 1993 by Stephen C. Curley (JD 1969) in honor of his firm and in celebration of his 25th Reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

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

The Isaiah S. Dorfman Fund was created by Mr. Dorfman (PhB 1928, JD 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 (JD 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. (JD 1963), who served as director of placement and later dean of students in the Law School from 1965 to 1969. It is used to support activities or grants that will aid students or the quality of student life.

The S. Richard Fine Fund was established through a bequest in 2019 by Richard Fine (JD 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 (JD 1956) and Mrs. Fried (AB 1954, JD 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 JD 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 (PhB 1932) and the Goldberg family in memory of Mr. Goldberg (PhB 1926, JD 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 (JD 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 (JD '65) and Susan Steinhauser 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 (JD 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 (JD 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 (AB 1938, JD 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 (JD/MBA 1985) and Kathleen (JD 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 (JD 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 (JD 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 (JD 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.

The Edward H. Levi Distinguished Jurists Program Fund was established in 2013 by Jerome Katzin (JD 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 (JD 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 (JD 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 (JD 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 (JD 1955) and was endowed in 1990 on the occasion of Mr. Nussbaum's 35th Reunion and in honor of his brother Michael (JD 1961), and his sons Peter (JD Yale 1985) and Andrew (JD 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 Robert H. O'Brien Fund was established in 1998 by a gift from Robert H. O'Brien (LLB 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 (JD 1982) in 2014 by a gift from Ann E. Ziegler (JD 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 James A. Squires and Karen E. Jones Squires Dean's Discretionary Fund was established in 2021 by James Squires (JD 1992) and Karen Jones Squires to support the priorities of the Law School at the direction of the Dean.

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 (JD 1984, MBA 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 (JD 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 (JD 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 (JD 1975) and Peter B. Wolf (JD 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 (JD 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 (JD 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 (JD 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 (JD 1908) and George B. McKibbin (JD 1913), by Mrs. Essington and Mrs. McKibbin.

The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by Eli E. Fink (JD 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 (JD 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 (JD 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 (AB 1940, JD 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 (AB 1940, JD 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 (PhB 1927, JD 1929) and Frieda Shure. It honors the careers of William KixMiller (PhB 1908, JD 1910), Arnold R. Baar (PhB 1912, JD 1914), and George Maurice Morris (JD 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 (AB 1930, JD 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 (JD 1929).

The Wendell M. Levi Law Library Fund was established in 1987 by a bequest from the estate of Wendell M. Levi (JD 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. (JD 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 (JD 1936) Portes.

The Herta Prager Law Library Fund was established in 1991 by Katharine Prager Darrow (AB 1965) and Peter H. Darrow (JD 1967) in memory of Mrs. Darrow's mother Mrs. Prager (JD 1940), who served as law librarian for Northwestern University, the New Jersey State Library, and the United States Circuit Court of

Appeals for the Second Circuit. The fund supports the D'Angelo Law Library, with a special emphasis on European materials.

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

The James Nelson Raymond Memorial Fund was established in 1934 by Mrs. Raymond.

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

The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. (AB 1925, JD 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 (PhB 1933, JD 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 (AB 1935, JD 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 (AB 1948, JD 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 (LLB 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 (AB 1952, JD 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 Gene & Joy Dye Prize in International and Comparative Law was established in 2022. The award is given to the outstanding student comment or note published in *Chicago Journal of International Law*.

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 (JD 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 (JD 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 (JD 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 2022-2023

AUTUMN QUARTER

- August 30-September 15: Intensive Contract Drafting
- September 7 - September 13: J.D. Pre-Orientation
- September 12-24: Intensive Trial Practice Workshop
- September 15-22: J.D. Orientation
- September 19-21: Kapnick Initiative Events for Class of 2025
- September 15-21: LLM Orientation
- September 28: Autumn Quarter Classes Begin
- November 8: Election Day (no classes)
- November 21-25: Thanksgiving Break
- December 7: Last Day of Autumn Quarter Classes (only Tuesday classes meet on this day)
- December 8-9: Reading Period
- December 12-December 17: Autumn Quarter Exams
- December 18-30: Winter Break

WINTER QUARTER

- January 2: Winter Quarter Classes Begin
- January 16: Martin Luther King, Jr. Day (Law School Closed)
- March 3: Last Day of Winter Quarter Classes
- March 4: Reading Period
- March 6-11: Winter Quarter Exams
- March 12-17: Spring Break

SPRING QUARTER

- March 20: Spring Quarter Classes Begin
- May 12: Last Day of Spring Quarter Classes for Non-1L Students
- May 15: Reading Period for Non-1Ls
- May 16-20: Exam Period for Non-1Ls
- May 18: Last Day of 1L Spring Quarter Classes
- May 19: 1L Elective Exam
- May 20: Reading Period for 1Ls
- May 22-26: 1L Exams - Non-1L Elective Classes)
- May 29: Memorial Day
- June 3: Convocation and Diploma & Hooding Ceremony

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