THE CURRICULUM

In the course and seminar descriptions that follow, the number in parentheses at the end of the description represents the value of the course or seminar in course hours per quarter.

FIRST-YEAR COURSES

CIVIL PROCEDURE. 302. Civil Procedure is offered in two parts. Part I meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part II is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties. The student's grade is based on a proctored exam given at the end of each quarter. Aut (3). Mr. Baird. Ms Buss. Spr (3). Ms Garrett, Judge Wood.

CONTRACTS. 305. This two-quarter course addresses the enforceability and interpretation of contractual arrangements, sanctions for their breach, and justifications or excuses for nonperformance. Special attention is paid to the role of non-legal sanctions in commercial relationships and to the relevance of contract doctrine to the drafting and negotiation of agreements. The student's grade is based on a proctored exam given at the end of the Winter Quarter. Aut (3), Win (3). Ms Bernstein, Mr. E. Posner.

CRIMINAL LAW. 303. This course relates the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. The student's grade is based on a final examination. Spr (3). Mr. Fischel, Ms Meares.

ELEMENTS OF THE LAW. 301. This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include: the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student's grade is based on a proctored final examination. Aut (3). Mr. Strauss, Mr. Sunstein.
LEGAL RESEARCH AND WRITING. 307. All first-year students participate in the legal research and writing program under the supervision of one of the Bigelow Teaching Fellows. The work requires the student to become familiar with the standard tools and techniques of legal research, and to write analyzing a series of memoranda and other documents representative of the lawyer's regular tasks. In the Spring Quarter, each legal-writing section is divided into teams of students to prepare briefs in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal-writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Aut (2), Win (1), Spr (1). Mr. Claeys, Ms Fennell, Mr. Goodman, Mr. Katz, Mr. Madigan, Mr. Nash, Ms Price, Mr. Madigan.

PROPERTY. 304. This two-quarter course introduces the legal relationships that arise out of or constitute ownership of property. Among the subjects to be covered are 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 addresses the law relating to easements and covenants and conveyancing. The student's grade is based on an examination given at the end of the Spring Quarter. Win (3), Spr (3) Mr. Currie, Mr. Epstein.

TECHNOLOGY, INNOVATION AND SOCIETY. 308. This course introduces the explicit and implicit relationships between legal rules, social norms, and technological innovation. The course will lay a foundation for six upper-level courses - patent, copyright, trademark, antitrust, network industries, and telecommunications law - but the course also provides a forum for the consideration of broader issues that would otherwise be overlooked in a course-by-course approach. As with all first-year courses, this one gives students a continued opportunity to develop the lawyer's basic analytical skills. The student's grade is based on a proctored final examination Win (3). Mr. Lichtman, Mr. Picker.

TORTS. 306. The focus of this two-quarter course is on the Anglo-American system (mainly judge-created) of liability for physical injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, is compared. The student's grade is based on an examination given at the end of the Winter Quarter. Aut (3), Win (3). Mr. Levmore, Mr. Sykes.

ELECTIVE. In the Spring Quarter first-year students elect one course from among the following upper-division courses: Decisionmaking: Principles & Foundations; Economic Analyses of the Law; Family Law; History of the Law of Use of Land, 1620-1930; Legislation; Parent, Child, and the State; Public International Law; Roman Law; Sex Equality. Descriptions of these courses are available below. Second- and Third-Year Courses.
SECOND-AND THIRD-YEAR COURSES

ACADEMIC LAW. 500. (Seminar) This seminar, designed for those students thinking seriously about becoming legal academics, guides the process of writing a paper suitable for a job talk and eventual publication in a law review, and teaches students how to deliver such a talk. The focus is on empirical research, an increasingly important type of legal scholarship. Students are required to write a paper that blends theoretical analysis (from the sub-discipline of the student’s choice) and any of a number of different types of empirical inquiry including, data analysis, sociological survey research, or citation analysis. The responsibility for proposing a satisfactory topic lies with the student and is subject to the approval of the professors. This seminar is limited to 10 students. It meets periodically throughout the year and involves a commitment to write a substantial original paper. Students are asked to attend selected faculty and recruiting workshops during the year so that they can learn from the critical evaluation of other presentations. Ms Bernstein. [Not offered in 2000-2001.]

ACCOUNTING THEORY AND THE LAW. 763. This course addresses the interplay of accounting issues and the practice of law. The first half of the class will deal with the accounting basics – learning the elements of the financial statements and gaining an understanding of how to read and analyze financial information. The class will learn about the income statement balance sheet and basic financial ratios. Case studies and problems are used to illustrate concepts and methods. During the second half of the course the students learn how those accounting basics come into play with the practice of law. This includes a discussion of the application of accounting basics in corporate law, such as with SEC filings and purchase agreements. Similarly, there are several classes where the student learns how financial information comes into play in the litigation setting, including discussions regarding the use/need of financial and fraud experts. Guest lecturers (accountants, lawyers and fraud experts) will speak at a number of the classes. The student’s grade is based on a final examination. Enrollment is limited to 35-40. Win (3). Mr. Dreyfuss, Mr. Gould, Ms McClain, Ms Nicklin.

ADMINISTRATIVE LAW. 461. Administrative law is the law that governs the executive departments and the administrative agencies in carrying out the multiple programs of the modern regulatory state. This course undertakes an examination of administrative law in the context of a broad inquiry into the nature of contemporary government. It focuses attention on the purposes of regulatory statutes, on their malfunctions in practice, and on the potential contribution of administrative law to counteracting these malfunctions. A central inquiry is whether control of administrative discretion through procedural formalities and judicial review can be reconciled with effective and politically responsible government. The constitutional position of these agencies, applicable procedural requirements, and the availability and scope of judicial review are also examined. The student’s grade is based on a proctored examination. Aut (3). Ms Garrett.
ADIMIRALTY LAW. 710. This course covers 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 and contracts, salvage, general average, and limitation of liability. The student's grade is based on a final examination. Win (3). Mr. Schmidt.

ADVANCED ANTITRUST. 523. (Seminar) This seminar focuses on (1) applications of economics and game theory to antitrust law and policy, (2) antitrust law in computer and other high-tech industries, and (3) antitrust enforcement, with particular reference to trial procedures, the use of expert witnesses, equitable remedies, coordination of enforcement by different enforcement agencies and class actions. A course in antitrust, or the equivalent, is a prerequisite. This seminar may be taken for the fulfillment of the Substantial Writing Requirement. The student's grade is based on written work. Spr (3). Judge Posner.

ADVANCED CIVIL PROCEDURE: COMPLEX LITIGATION. 525. (Seminar) The focus of this seminar is the handling of preparation for trial, and trial, of today's increasingly complex civil litigation. Topics covered include class actions, joinder and intervention devices, managing discovery, refining issues and trial techniques. The perspective is that of a practicing trial lawyer dealing with these issues under the Federal Rules supplemented by a critical look at how these procedures might be improved to the benefit of our civil justice system. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 25. The student's grade is based on written work. Win (2). Mr. Jentes.

ADVANCED CONTRACT THEORY. 532. (Seminar) An important assumption of many legal scholars is that law is needed to enforce cooperation when cooperation would otherwise fail. But there is a widespread view, among economists and other social scientists, that cooperation is more pervasive than legal academics assume, even without the threat of legal enforcement. This seminar addresses a number of theories regarding non-legal incentives to cooperate, including theories of selective incentives, repeat games, signaling games, emotion, and status. The seminar also addresses the implications of these models for contract and commercial law, administrative law, family law, and other areas. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on written work. Short reactions to each week's readings are required, but are not graded. (3). [Not offered in 2000-2001.]

ADVANCED ISSUES IN CRIMINAL PROCEDURE. 608. (Seminar) This seminar addresses legal issues related to the criminal process, and frequently analyzes them through the lens of the complex federal criminal case. The issues addressed include questions relating to electronic monitoring and investigative techniques, charging practice (whether through grand jury indictment or judicial complaint), discovery, joinder and severance, evidentiary matters, suppression motions, the right to a jury trial, forfeiture, sentencing, post-conviction litigation, and prosecutorial and judicial discretion. The setting of the complex criminal prosecution is chosen because the
importance of the aforementioned issues is often magnified in that context. The course attempts to explore the various legal and policy issues implicated by each subject area. In addition, the course attempts to explore the jurisprudential underpinnings of certain areas of law (e.g., the law of forfeitures) and explores whether the present case law presents a cohesive and coherent analytical framework. The student's grade is based on written work. Spr (3). Mr. Filip, Mr. Stoll.

**ADVANCED ISSUES IN TELECOMMUNICATION LAW. 648.** (Seminar) This seminar allows students to focus on advanced issues beyond those explored in the core telecommunications course. Students have some flexibility in the topics covered and also have the opportunity for independent research and writing in conjunction with the seminar. Students must have taken Telecommunications Law (704) or receive instructor's permission to enroll. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based 50% on a substantial paper and 50% on class participation. Enrollment is limited to 20. Spr (3). Mr. Kamin.

**ADVANCED LABOR LAW. 647.** (Seminar) This seminar will give students the opportunity to explore in greater depth topics covered in basic labor law courses, and to study additional employment law topics. Readings will focus on the National Labor Relations Act, the collective bargaining process, and the role of unions and collective bargaining in today's economy. The prerequisite is a basic course in labor law or permission of the instructor. The student's grade will be based on a paper, which will satisfy part of the writing requirement, if substantial, and an oral presentation on an employment law topic. (3) [Not offered in 2000-2001]

**ADVANCED SECURITIES. 687.** This course picks up where the basic securities course leaves off. It covers the regulation of stock and futures exchanges (and other "self-regulatory organizations"), broker-dealers, and investment advisers, and the allocation of responsibilities between the SEC and the CFTC. It includes some issues in the regulation of tender offers and other control transactions that are omitted from the basic course. Topical subjects, such as legislative and regulatory initiatives, the regulation of derivatives, and the listing of securities of foreign issuers, also receive attention. Federal Regulation of Securities (424) is a prerequisite. The student's grade is based on a final examination. Win (3). Judge Easterbrook.

**ADVANCED TRADEMARKS AND UNFAIR COMPETITION. 699 (Seminar)** This seminar addresses current issues and developments in these fields of law: e-commerce and the Internet, the anticybersquatting statute, recent changes in the anticounterfeiting law and controversies over state sovereign immunity, the protection of trade dress, deceptive advertising and the First Amendment. Students are expected to write a substantial paper on a topic of their choosing and to discuss and critique papers in progress. Trademarks and Unfair Competition is a prerequisite for the seminar. This course may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a substantial paper and class participation. Enrollment is limited to 20. Win (3) Mr. Hilliard
AGENCY, PARTNERSHIPS, AND THE LAW OF FIDUCIARY DUTIES. 434. Fiduciary duties are common in law and exist in a variety of different contexts. This course examines the different contexts in which the term fiduciary is used and the different meanings of the term in those contexts. The course focuses on the law of agency and partnerships, trusts, franchiser-franchisee relationships, as well as other areas. (3) [Not offered in 2000-2001.]

ALTERNATIVE DISPUTE RESOLUTION. 584. (Seminar) This seminar examines alternative dispute resolution procedures from a practical, a theoretical and a legal perspective. The seminar explores the practical advantages and disadvantages of arbitration, mediation and other alternatives to traditional litigation. These procedures are viewed through the lens of decision theory and negotiation theory. The legal framework for binding arbitration is also addressed. The seminar considers in depth two areas of the law in which ADR is used extensively. It also features interactive, role-playing exercises. Students prepare one paper, which analyzes alternative methods of resolving a specific dispute. The student’s grade is based on a substantial paper. Enrollment is limited to 20. This seminar may be taken as fulfillment of the Substantial Writing Requirement. Spr (3). Mr. Schiffman.

AMERICAN LAW AND THE RHETORIC OF RACE. 498. (=LL/SOC 243, =POLSCI 273) An episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. The student’s grade is based on a final examination. Spr (3). Mr. Hutchinson.

AMERICAN LEGAL THEORY. 578. (Seminar) This seminar begins with Blackstone’s Commentaries, which shaped American legal consciousness in the late eighteenth and most of the nineteenth centuries. It then considers the jurisprudential revolution of the early twentieth century, focusing particularly on the ethical skepticism of Oliver Wendell Holmes and the legal realists. The bulk of the seminar is devoted to an assessment of current schools of legal thought: law and economics, critical legal studies, feminism, and natural justice. The readings include works by Jerome Frank, Richard Posner, Mark Kelman, Duncan Kennedy, Carol Gilligan, Catharine MacKinnon, Robin West, Arthur Leff, Michael Moore, Abraham Lincoln, and others. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper. Enrollment will be limited to 20. Win (3). Mr. Alschuler.

ANTITRUST LAW. 428. This course provides an introduction to the law of antitrust. After a brief consideration of the common law of restraint of trade and the basic antitrust statutes, the course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course then 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, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. Finally, procedural doctrines that affect antitrust enforcement, such as the state action exemption and the petitioning immunity, are included. The student's grade is based on a final examination. Aut (3). Mr. Picker. Spr (3). Mr. Sykes.

ART LAW. 529. (=ARTH 495) (Seminar) This seminar examines legal issues in the visual arts, including the following: 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. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited and is based on the submission of a statement of interest. The student's grade is based on a substantial paper. Spr (3). Mr. Dam, Mr. Grampp, Mr. Landes, Ms Rorschach.

ATHENIAN ORATORY: THE LANGUAGE OF LAW AND POLITICS IN ATHENS. 697. (=GREEK 485) (Seminar) This seminar examines in detail ten especially distinctive speeches from within the Athenian oratorical corpus. The aim is to develop an account of the conceptual frameworks used by the Athenians for thinking about guilt and responsibility; law and judgment; anger, pity, and other emotions; and the social roles assigned to different classes of people in the city (men, women, foreigners, citizens, slaves, actors, orphans, disabled veterans, etc.). This seminar serves those who wish to be able to contextualize tragedy and philosophy as well as those who wish to do research work primarily on oratory. Aut (3) Ms Allen.

BANKRUPTCY AND REORGANIZATION: THE FEDERAL BANKRUPTCY CODE 736. This course studies the Federal Bankruptcy Code, including both the law of individual bankruptcy and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the individual's right to discharge, 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. This course combines two other courses that have been offered in the past, Bankruptcy and Reorganizations I (437), and Bankruptcy and Reorganizations II (468), and students who have taken either of these courses are not eligible to enroll in this course. Secured Transactions is a co-requisite. The student's grade is based on a proctored final examination. Spr (3). Mr. E. Posner.

BIBLICAL LAW. 567. (Seminar) A study of law as it is presented in the Hebrew Bible. This seminar studies the three legal collections of the Pentateuch and the narratives that present legal matters directly or indirectly. Students will analyze such topics as property law, slavery, women and the law, torts, criminal law, and judicial procedure. Students also consider such questions as: the jurisprudential nature of the law "codes"; the philosophy of biblical law and the relation of the nomos to the narrative in which it is embedded; the relationship of biblical law to the common law of the ancient Near East; and the development of biblical law during the period of biblical Israel. The seminar is held in two sessions. The main seminar, which focuses on these issues, requires no prior knowledge of Hebrew and the Bible. In the Hebrew module of the course students study the
Business Organization. 701. This course is designed to teach one integrated two-quarter course in business organizations. The course covers agency and partnerships, closely and publicly held corporations, and new hybrid organizational forms such as limited liability partnerships. By covering the different characteristics of each of these organizational forms in one course, it is hoped that students emerge with a richer understanding of the choices faced by businesses when deciding how to operate. Students taking this course must register for both quarters. There will be no exam after the first quarter. Students may not take this course and the one-quarter Corporations (423) class, which focuses, as the name suggests, on the corporate form of firm organization. This course covers corporate law in as much detail as the one-quarter Corporations course, but does so in the broader context as outlined above. (3). Mr. Fischel. [Not offered in 2000-2001.]

Business Planning. 628. (Seminar) 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 must have taken (or be taking concurrently) Corporation Law and Taxation of Business Enterprises I, or receive instructor approval. The student’s grade is based on a final examination. Win (2). Mr. Rocap, Mr. Crow.

Civil Rights Clinic. 909. (Var). Mr. Futterman.

For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

Clinical Experience with the Disabled, Elderly, and Abused Children. 692. (Seminar) The focus of this clinical program is on work with the disabled, elderly, and abused children. It meets in the winter and spring quarters. Students meet with Mr. Murphy and other lawyers from his office on Mondays from 4-6pm, beginning on January 10. In addition, students spend one morning a week downtown attending hearings. Each student is paired with an attorney from the Public Guardian’s office, and the entire project is supervised by Mr. Murphy. Credit is given on the basis of the hours students spend in their clinical work, including the two-hour seminar meetings and the time spent attending hearings. Students receive one hour of course credit for every five hours a week of clinical work. Students must commit to working in the seminar for two quarters and for between 10-15 hours a week per quarter. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and is awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. There are no prerequisites. Enrollment limited to 8. Win, Spr (Var.) Mr. Murphy.
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focus developing an...}

**CLASS ACTIONS. 666. (Seminar)**
Win (3). Mr. Brody, Mr. von Hoene.
For the current course description, please go to the Law School’s web site
(www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

**COMMERCIAL ARBITRATION: DOMESTIC AND INTERNATIONAL. 721.** Arbitration is a widespread and fast-growing method for resolving commercial disputes. This class examines the legal regime that governs commercial arbitration in both the domestic realm and the international realm. The class begins with a brief overview of the legal regime governing purely domestic arbitrations, and then explores the different (but related) legal regime that governs international commercial arbitration. Students look at domestic and foreign statutes, national and international cases, treaties, and several arbitral institutions. (3). Mr. Goldsmith. [Not offered in 2000-2001.]

**COMMERCIAL TRANSACTIONS. 421.** This course studies modern commercial transactions. It focuses on the first seven articles of the Uniform Commercial Code, with a pronounced focus on payment systems and credit instruments. The classes cover negotiable instruments, bank collections, and letters of credit. The course may also include additional topics of interest such as documents of title, as well as guaranty and surety relations. The student’s grade is based on a final examination. Win (3). Mr. Baird

**COMPARATIVE CONSTITUTIONAL LAW. 592.** (Seminar) This seminar aims at developing an understanding of Western European constitutional traditions. Students focus in significant part upon the German and French constitutions, using the American Constitution as a comparative background. The course covers both rights provisions and basic structures of government. While there are no prerequisites, some exposure to Constitutional Law I would be helpful. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3) Mr. Currie, Mr. Osiatynski, Mr. Troper. [Not offered in 2000-2001.]

**COMPARATIVE CRIMINOLOGY. 910.** (Seminar) This seminar explores differences in the institutions of crime and punishment between jurisdictions, agencies and national systems, and examines debates about how this variation should be explained. Additionally, this seminar will review methodologies for developing comparisons, measuring relative impacts and transferring lessons from one context to another. Why do some jurisdictions give life sentences to offenders who might get a fine elsewhere? Are the rights of the citizen better protected if they are interrogated by an investigating magistrate rather than a prosecutor’s office? What is the advantage of putting a suspected war criminal before a truth commission rather than a war crimes tribunal? These are all questions involving comparisons between criminal justice institutions. They raise the possibility that some institutional environments may be more just, open or humane than others. Particular consideration will be given to differences between Civil Code and Common Law systems, and between North American and other English-speaking systems. Topics to be covered include: constitutional framework and political regime, definition and management of crime; conduct of pre-trial investigations; jury systems; court alternatives and restorative justice; imprisonment and intermediate sanctions; treatment of war crimes and crimes against humanity; and the use of forgiveness, pardon and clemency. Students will be expected to carry out one empirical exercise and write one substantial
research paper. Classes will be held twice-weekly during the last five weeks of winter term. Students will be expected to have carried out prior reading, based on materials provided. Win (3). Mr. Tait.

COMPARATIVE LAW: EUROPEAN LEGAL SYSTEMS. 724. This course begins with an introduction to the civil law system and proceeds to an overview of European human rights law, the European Union, and other European institutions. (3). Ms Case. [Not offered in 2000-2001.]

COMPARATIVE LAW TOPICS. 616. (Seminar) This seminar explores comparisons among legal systems with an eye on illuminating contemporary questions of interest. Students consider such diverse topics as the remedies available for breach of contract, conflicting claims to natural resources, the ownership of art works determined to have been stolen long ago, the use of illegally obtained evidence, collective punishment, voting rules, and perhaps law-and-economics and other methodological arguments generally. One aim is to develop skills relevant to other comparative materials (modern and ancient). Another objective is to acquire information and analytic tools appropriate to these interesting areas of the law. (3). Mr. Levmore. [Not offered in 2000-2001.]

COMPLEX APPELLATE LITIGATION. 510. (Seminar) This seminar focuses on developing the skills necessary to handle complex appellate cases of the type described above. Litigation in the federal courts of appeals and the U.S. Supreme Court requires skills not usually possessed by trial lawyers. Many cases in the federal courts of appeals are direct appeals from government agency actions without an intervening district court decision. Even when the government is not a party and private parties appeal the district court's decision, the outcome may depend significantly on the interpretation given to federal statutes and government regulations. Both types of cases may involve complex factual records that need to be distilled and presented effectively in the limited pages and oral argument time allowed by modern appellate courts. In addition, the outcome in complex appellate litigation often depends on difficult constitutional and administrative law issues or the court's perspective on hotly contested public policy questions. In lieu of a paper or examination, students are required to prepare short appellate briefs and to present oral arguments in the context of hypothetical problems closely approximating those encountered in a sophisticated appellate practice with a government agency, private law firm, or public interest group. Spr (3). Mr. Warren.

CONFLICT OF LAWS. 415. This course is an inquiry into the adjudication of cases connected with more than one state, principally through consideration of choice of law and respect for prior judgments. The student's grade is based on a final examination. Aut (3). Mr. Goldsmith.

THE CONSTITUTION IN CONGRESS. 501. (Seminar) Students present papers on constitutional controversies that have arisen in Congress or in the Executive Branch. Past examples include President Jackson's removal of deposits from the National Bank, Nullification, and the annexation of Texas. Topics are assigned and researched during the Autumn Quarter so that oral presentations may begin in January (Winter Quarter). Pre-require: Constitutional Law I. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a substantial paper. Credit is awarded at the end of Winter Quarter. Aut (1), Win (2). Mr. Currie.
CONSTITUTIONAL DECISION MAKING. 502. (Seminar) Students enrolled in this seminar work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, the "courts" are assigned several hypothetical cases raising issues under either the equal protection clause or the first amendment's guarantee of freedom of speech and press. Each "court" must select in advance whether it will focus on equal protection or first amendment. All cases must be decided with opinions (concurring and dissenting opinions are of course permitted). The decisions may be premised on the "legislative history" of the amendment (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. Constitutional Law II and III are not prerequisites for participation in this seminar. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts. This course may be taken for fulfillment of the Substantial Writing Requirement. (3). Mr. G. Stone. [Not offered in 2000-2001.]

CONSTITUTIONAL DESIGN. 657. (Seminar) This seminar explores the design of democratic governments under constitutions. Using some basic tools of public choice and political theory (which we will learn as we go along), the seminar addresses a number of institutional design decisions confronting constitutional democracies. These decisions relate to, for example, federalism and decentralization; proportional representation versus plurality rule; parliamentary versus presidential systems; separation of powers, administrative agencies, and judicial review; property rights and redistribution; and protecting minorities. In addition, the seminar touches on broader questions about the relationship between constitutionalism and democracy. Illustrations and case studies are drawn from American constitutional law and political institutions as well as from other constitutional democracies. (Note, however, that this is not a course in comparative constitutional law; our perspective will be theoretical and normative.) The student's grade is based on a series of short papers. Aut (3). Mr. Levinson.

CONSTITUTIONAL IDEAS OF THE FOUNDING ERA. 734. This course examines the concepts of freedom and government at the time of the founding of the nation. Topics include: theories of liberty, government, and regulation; types of constitutions; the drafting of constitutions; judicial review; freedom of the press; religious liberty. Most of the readings are primary sources. The student's grade is based on a final examination and class participation (20-30%). Win (3). Mr. Hamburger.

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE. 401. Analysis of the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are: the allocation of powers the legislative, executive, and judicial branches; the function of judicial review; and the role of the states and the federal government in the federal structure. It is rec-
ommended that student’s take Constitutional Law I before studying Constitutional Law II or III, Administrative Law, or Federal Jurisdiction. The student’s grade is based on a final examination. Aut (3). Mr. Currie; Win (3). Mr. Vermuele.

CONSTITUTIONAL LAW II: FREEDOM OF SPEECH. 402. A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, restrictions on the speech of government employees, restrictions on speech in schools and colleges, the relevance of free speech principles to museums and libraries, protest in public places, regulation of campaign expenditures and communications, freedom of the press as a distinct principle, and regulation of the electronic media. The student's grade is based on a final examination. Students who have completed Constitutional Law IV are ineligible to enroll in this course. (3). Mr. G. Stone. [Not Offered in 2000-2001]

CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS. 403. 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; the recognition of individual rights not explicitly enumerated in the Constitution; and the constitutional distinction between state and private action. 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 proctored final examination. Aut (3). Mr. Obama. Win (3). Mr. Strauss.

CONSTITUTIONAL LAW IV: SPEECH AND RELIGION. 405. This course covers various aspects of the First Amendment, with particular emphasis on freedom of expression and the problems of church and state. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law II are ineligible to enroll in this course. Aut (3). Mr. Epstein. Spr (3). Ms Case

CONSTITUTIONAL REVOLUTION OF 1937. 902. (Seminar) This seminar examines the "switch in time that saved nine" in the Spring of 1937 and considers a number of issues central to understanding its significance: to what extent was the Supreme Court already changing philosophical direction even before the Court-packing plan was announced? What effect did the plan have on the New Deal coalition? Did the Court's capitulation in 1937 protect it against successful direct attack during the post-war period? Have the doctrinal and theoretical consequences of 1937 been over-stated or incompletely appreciated? Half of the seminar meetings are devoted to cases, briefs and the growing secondary literature over the events in question; the other half is devoted to preparing a substantial research paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Aut (3). Mr. Hutchinson
CONSTITUTIONALISM. 762. (=POLSCI 220/407, LL/SOC 253). In this course we study the ideas and practices of constitutionalism. These center around the constraint of state power, and especially its constraint by law. We look at the constitutions, and the constitutional practices, of a number of contemporary and historical states. We also read works from political theory and from the philosophy of law on the idea of a legally binding constitution, on the founding of states, on the relationship between constitutionalism and democracy, and on processes of constitutional revision and reform. We read some judicial cases that cast light on basic practices and ideas of constitutionalism, but the course is not case-driven. In particular, it is not focused on how the U.S. Supreme Court has interpreted the U.S. Constitution. Rather, it is comparative, historical, and theoretical. Spr (3) Mr. Levy.

COPYRIGHT. 458. 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 proctored final examination. Spr (3) Mr. Lichtman.

CORPORATE CRIME AND INVESTIGATION. 667. (Seminar)
Spr (3). Mr. Bunge.
For the current seminar description, please go to the Law School's web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

CORPORATE FINANCE. 425. This course examines corporate financial matters, including corporate capital structure and leverage, enterprise and securities valuation, the financial protection of security holders and creditors, dividend policy and regulations, and fairness and shareholder protection in mergers and acquisitions. The concept of efficient capital markets and its implications for investment strategy will also be considered. The student's grade is based on a proctored final examination. Spr (3) Mr. Weisbach.

CORPORATE GOVERNANCE. 750. The focus of this course is on current topics in US corporate governance. The course adopts primarily an agency-cost perspective, attempting to identify those agency costs that remain in US corporations once the law of fiduciary duty, the constraints of the managerial labor market, and the market for corporate control, have done their work. As the materials reveal, there is no consensus about the magnitude of these problems—some view them as significant, others as inconsequential. And, as we will see, still other theorists view the central challenge of corporate governance not as reducing agency costs, but rather as improving the content of corporate decisions by promoting a better flow of information within the firm, putting together more effective management teams and the like. Corporate governance as a separate topic of study is relatively new. It began to get attention in the early 1980's, which is about the time that large institutional investors began to take a more active role in the companies whose shares they held. Over the past 20 years, institutional share ownership in American Corporations has
increased dramatically and is now upwards of 60%. As a window on to current issues of concern, we will look particularly closely at the activities and demands of institutional investors. We will look at their explicit public pronouncements on governance as well as the demands they are making. We will attempt to assess whether or not the changes they are demanding are likely to be value enhancing for all shareholders, or whether they are likely to be singularly well suited to the needs and interests of institutions. We will also ask whether there are forces outside of value creation that might motivate institutions to undertake the actions that they do. The question is not simple. For example, the first widely publicized corporate governance campaign was on the issue of executive pay, more specifically the amount of executive pay. Now, while it is certainly true that executive pay in America is, by all international standards, and to be fair common sense, rather out of control, it is also true that the effect of these exorbitant salaries on the company’s bottom line, translated into a per share amount, is tiny. Why then did institutions find it desirable to spend money on this campaign? Finally, as we begin to explore the topics in this course, we will highlight the tensions between the interests of institutions and the interests of small investors and will explore the effects of collective action and rational apathy problems on governance related activism and shareholder voting. As we do so we will pay particularly close attention to what, if any, impact the internet is likely to have on the received wisdom on these subjects.

The course materials are designed to promote active discussion and debate. Most sessions will be structured in a seminar-type format. One will be a mock board of directors meeting. Students will be required to write short papers (2-5 pages) for many class sessions. Some of these papers will focus on answering a direct analytic question posed in the readings, while others will involve more active internet based research such as examining and analyzing a particular company’s executive compensation plan, discussing a campaign of institutional shareholder activism and the like. Given the discussion format of the class, class participation will count for 40% of the student’s grade. Students who are less comfortable speaking in class may fulfill part of the class participation requirement by cutting out relevant articles from the press and submitting them with short discussions about their implications for the dominant themes of the course. Corporations is a prerequisite for this class. International students in the LLM program who have taken corporations in their home country are welcome, but may need to do some additional reading (provided as an appendix to the course packet) to fully familiarize themselves with American corporate law. Limit 40 students. Win (3). Ms Bernstein.

CORPORATION LAW. 423. This course introduces corporate law to examine the roles and duties of those who control business as well as the power of investors to influence and litigate against those in control. The course pays special attention to both small and large firms and to issues arising out of mergers and attempts to acquire firms. It uses both new and traditional tools to analyze a wide range of phenomena and transactions associated with the modern business enterprise. The student’s grade will be based on a proctored examination. Aut (3). Mr. Triantis. Win (3). Mr. Isenbergh.
CRIME CONTROL: LAW AND POLICY. 527. (Seminar) This seminar examines the principal legal and policy issues raised by a number of current proposals designed to reduce violent crime. Among topics to be explored will be trends in the level of violent crime, crime control strategies at the police patrol level (e.g., community policing), drug enforcement policy, and sentencing policy (including intermediate sanctions, boot camps, mandatory minimums, and the "three strikes" concept). This seminar may be taken for fulfillment of the Substantial Paper Requirement. The student's grade is based on a substantial paper. Enrollment is limited to 18. Aut (3). Mr. Schulhofer.

CRIMINAL AND JUVENILE JUSTICE PROJECT. 672. The current focus of the Project is to provide quality legal representation to children accused of crime and delinquency. In that context, the Project seeks to expand the concept of legal representation to include the social, psychological, medical and educational needs of our clients, including but not limited to, developing alternatives to incarceration. The Project's other pedagogical goals involve: developing pre-trial, trial and other lawyering skills; encouraging students to pursue public service careers and to make public interest work a part of their private practice; teaching students to apply and critically examine legal theory, and improving the system of justice, and its relationship to the poor and to persons of color, through litigation, legislative advocacy and public education, including the development of policies and strategies for effective crime and violence prevention.

The Project meets regularly for group case conferences and to discuss ethical issues, recent legal developments and policy. Individual student-teacher conferences are frequent. Second-year students new to the Project are teamed with returning third-year students to foster collaboration and to ensure continuity in representation. The Clinic social worker and social work students are actively involved in many of the cases and activities. Students may be expected to interview clients and witnesses, inspect crime scenes, conduct fact investigations, participate in relevant community, professional and bar association activities, and prepare motions, briefs, memoranda and other pleadings. Third-year students may also be expected to appear in court at status hearings, argue contested motions, present legal issues, negotiate with opposing counsel and, depending on the case and the client-student-faculty assessment, participate in the representation of the client at trial. All students are encouraged to work collaboratively, creatively, and across disciplines in both direct representation and policy initiatives.

Second-year students wishing to enroll in the Project are strongly encouraged to enroll in Evidence early in their second year. Other strongly recommended courses include Criminal Procedure, Juvenile Justice, and Professional Responsibility. Third-year students are required to complete, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Enrollment in the Project is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy. Aut, Win, Spr, (var). Mr. R. Stone, Ms Conyers.
CRIMINAL JUSTICE AND CYBERLAW. 683. This seminar addresses the law of cyberspace with heavy emphasis on criminal law and criminal procedure as it relates to computers and the Internet. Procedural aspects focus on understanding and integrating the different laws and the 4th Amendment as they relate to gathering information for litigation. Substantive law aspects will focus on cyberstalking, child pornography, defamation and privacy. The seminar requires one substantial paper and an Internet ego-surfing assignment. Enrollment is limited to 20. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spr (3). Ms Abraham.

CRIMINAL JUSTICE REFORM. 673. The Criminal Justice Reform course is taught by the attorneys of the MacArthur Justice Center. Working jointly with and under the supervision of the MacArthur Justice Center attorneys, students will participate in litigation and other advocacy relating to criminal justice issues.

The work of the Center varies as its docket of cases changes and evolves. In the past, the Center has litigated cases relating to prison reform, parole practices and the adequacy of funding for indigent public defense. The Center has also handled individual civil rights cases and several matters relating to the distribution of handguns. In appropriate cases, the Center has also engaged in direct representation of criminal defendants at the trial, appellate and post-conviction levels.

Students working at the Center will participate in complex litigation projects as junior counsel with the MacArthur attorneys. Students' work will vary depending upon the students' level of commitment and energy and the demands of the particular litigation. Typically, students research and draft pleadings and legal memoranda, including briefs to trial and appellate courts, assist with and/or conduct formal and informal discovery and assist in court presentation of evidence and argument.

This course aims to provide students an opportunity to apply the principles they have learned in the classroom in a concrete procedural context where they and experienced attorneys attempt to use the law to achieve a goal. It is hoped that students in the course will face and address issues of professional responsibility in a real life context; that they will reflect on the connection between their practice and their personal values and that they will begin to learn the process of becoming an effective colleague and growing toward independence as an attorney.

Prior to the beginning of the third year, students must complete Pre-trial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Aut, Win, Spr, (var). Mr. Bowman, Ms Snyder.

CRIMINAL PROCEDURE I: THE INVESTIGATIVE PROCESS. 472. The course focuses on the constitutional law that governs searches, seizures, and confessions. The course considers in detail the evolution of the exclusionary rule and the development and administration of the probable cause and the warrant requirements. It also examines stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. The student's grade is based on a final examination. Aut (3). Ms Meares.
CRIMINAL PROCEDURE II: THE ADJUDICATIVE PROCESS. 473. This course examines what happens in criminal cases after police investigations have been concluded. It considers such topics as bail and preventive detention, the right to counsel, the prosecutor's decision to charge, grand jury screening, the right to a speedy trial, pretrial discovery, plea bargaining, and the right to jury trial. Students need not have taken Criminal Procedure I to enroll in this course. The student's grade is based on a proctored final examination. Win (3). Mr. Alschuler.

CRIMINAL PROCEDURE III: FURTHER ISSUES IN CRIMINAL PROCEDURE. 497. This course examines prejudicial pretrial publicity, public access to criminal trials, joinder and severance, double jeopardy, the right to appeal, harmless error, federal habeas corpus, electronic surveillance, and entrapment. This course is limited to students who have taken either Criminal Procedure I or Criminal Procedure II. The student's grade is based on a proctored final examination. Spr (3). Mr. Alschuler.

CURRENT CONTROVERSIES IN CORPORATE AND SECURITIES LAW. 522. (Seminar) The seminar deals with the most important developments in U.S. (and to some extent foreign) corporate and securities practice during the preceding six months. The legal, political, and economic implications of these developments are analyzed from the points of view of lawyers giving advice to a variety of clients. Each student submits one paper and gives an oral presentation and analysis of another student's paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Win (3). Mr. Shepro.

CURRENT ISSUES IN RACISM AND THE LAW. 543. (Seminar) This seminar examines current problems in American race relations and the role the law has played in structuring the race debate. How have past and present legal approaches to racism fared? Has the continued emphasis on statutory solutions to racism impeded the development of potentially richer political, economic, and cultural approaches, and if so, can minorities afford to shift their emphasis given the continued prevalence of racism in society? Can, and should, the existing concepts of American jurisprudence provide racial minorities more than formal equality through the courts? Students prepare papers that evaluate how the legal system has dealt with particular incidents of racism and that discuss the comparative merits of litigation, legislation and market solutions to problems of institutional racism in American society. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a 20-page paper, group presentation and class participation. Aut (3). Mr. Obama.

DECISIONMAKING: PRINCIPLES AND FOUNDATIONS. 751. This workshop offers a rigorous study of how philosophers and others have examined these questions, and the tools they have used, including those from behavioral economics and game theory. Individuals, particularly those in leadership positions, are often called upon to make decisions on behalf of others. Such decisions are made in both the public and private spheres and can have enormous influence both on individual lives and on public policy. Lawyers are often called on either to make important decisions themselves to give counsel to people who make them. The way in which
individuals are judged often turns on a handful of decisions they make over the course of their lives, and the way they make these decisions has been the focus of thinkers from Thucydides and Aristotle to Bentham and Kant. It has also been a recurring theme in literature and much of modern economics. Also included in this workshop are discussions of moral dilemmas and of some of the more common pathologies of decision-making: akasia, self-deception, blind obedience to authority. Spr (3) Mr. Baird and Ms Nussbaum.

DEVELOPMENT OF LEGAL INSTITUTIONS. 476. This course introduces the historical background of Anglo-American law, with particular emphasis on the development of English criminal and civil procedure from the era of Magna Carta to the centuries before the American Revolution. Topics include: (1) Fact finding: trial by battle, by ordeal and by jury; the development of jury trial, the self-informing jury, passivization, and jury control. (2) Law making: customary law; Chancery-writs and the forms of action, equity and the trust; Parliament and legislation; legal fictions; precedent and law reporting. (3) Civil justice: the growth of the common law and the jurisdiction of feudal, manorial and ecclesiastical courts; legal education, attorneys, bar and bench; pleading; appellate jurisdiction; equitable procedure and remedies, the fusion of law and equity. (4) Criminal procedure: private and public prosecution; Star Chamber; defense counsel, the privilege against self-incrimination and other defendant rights; criminal sanctions. (3). [Not offered in 2000-2001.]

DISTRIBUTIVE JUSTICE. 684. (Seminar) This seminar explores questions of distributive justice as they relate to the law. How should resources and opportunities be allocated in a just society? What is the appropriate role of law in altering, constraining, entrenching, or facilitating market outcomes? We consider the ways in which allocative concerns have shaped the law across doctrinal areas, and also examine the distributive impacts of specific legal doctrines and policy choices. Various legal and policy mechanisms for achieving distributive goals are evaluated, taking into account the behavioral distortions that such efforts may produce. The seminar begins with a discussion of competing theories of justice and the central dilemmas associated with redistributive efforts. We then turn to selected topics in areas such as property, contracts, torts, and the provision of public goods. Although theory is emphasized (including political philosophy and economics), attention is given to real-world policy implications. Active class participation is required. Students can write a series of short response papers or a single substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on class participation (35%) and a series of short papers or a substantial paper (65%). Enrollment is limited to 20. Spr (3). Ms Fennell.

DIVERSITY AND COMMUNITY STANDARDS. 610. (Seminar) This seminar pursues, over a wide variety of subject areas, what might be called the molecular question of the relationship of microcosm to macrocosm—the question of whether and when the law requires that each discrete unit proportionally resembles the whole. Just as every molecule of water contains the same 2/1 proportion of hydrogen and oxygen as the sea, so courts have sometimes pushed each job site, school, community, etc., to contain its proportionate share of blacks, women, the poor, even
opportunities for nude dancing. At other times the law has permitted or encouraged concentration rather than dispersion. The seminar explores the implications for diversity and for various minorities of legal intervention either to prohibit or permit such concentration. It also inquires into when, if ever, it makes sense for the scope of federal constitutional rights to vary depending on the community standards of the place in which they are exercised. The basic courses in constitutional law are useful preparation for this seminar. (3). Ms Case. [Not offered in 2000-2001.]

ECONOMIC ANALYSIS OF LAW. 732. This course introduces the concepts of law and economics. Over the last forty years, economics has become an important tool for those who want to understand the effect legal rules have on the way people behave. This course also explores the extent to which the principles of economics can be used to explain the workings of the legal system itself. The topics covered in this course include the Coase theorem, the choice between property and liability rules, the allocative effects of alternative liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; and the economics of legal procedure. No prior acquaintance with economics or calculus is assumed; the relevant economic concepts are developed through an examination of particular legal applications. The student’s grade is based on a final examination. Spr (3). Mr. Landes.

THE ECONOMICS OF CONTRACT LAW. 652. (Seminar) This seminar examines economic theories of contract design and contract law. The seminar applies models from game theory and information economics to such topics as the choice between fixed and flexible price terms, renegotiation of open terms, default rules, contract formalities, contractual complexity, remedies for breach, and so on. Although a course on Law and Economics is not a prerequisite, an understanding of microeconomics at the undergraduate level, or a willingness to learn, is strongly encouraged. (3). Mr. E. Posner, Mr. Triantis. [Not offered in 2000-2001.]

ECONOMICS OF THE INTERNET AND NEW TECHNOLOGIES. 757. Aut (3) Mr. Rosenfield, Mr. Becker.
For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

ELECTRONIC COMMERCE LAW. 618. The course will focus on both the technology involved in electronic commerce and the law surrounding the emerging field. Electronic commerce is growing at an exponential rate. As more of our daily commercial lives are lived through use of computers, decisions must be made: will existing law treat e-commerce no differently than any other kind of commerce, or must new laws emerge to take into account some of the radical new transactions and complications?

The course will begin with an overview of the history and infrastructure of the Internet, setting the groundwork and providing students with a working knowledge of the terminology and technology they will likely encounter working in this legal field. Additional background discussion will involve the concept of regulation of the Internet, global vs. national perspectives on the law of the internet, and conceptions of sovereignty.
Topics will be dictated by the needs of the moment, but will potentially include electronic contracts, digital signatures, cybernotaries, the application of traditional UCC doctrines such as the mailbox rule and the statute of frauds to e-commerce, internet sales of highly regulated goods (such as alcohol, firearms, pharmaceuticals) the domain name system and its relation to trademark law, trade-related issues such as consumer fraud/protection and product disparagement, sales taxation, internet and business method patents, digital cash/smart cards, digital checks, electronic securities law, Internet gambling, commercial privacy and e-commerce in gray and black markets. Time permitting, we may also explore the relationship of international law to e-commerce, the effect of e-commerce concepts on commercial litigation, and export control laws involving cryptography. Topics not covered in the course will be suitable for papers.

Course enrollment will be limited. Students may either take the course for writing credit, requiring a substantial paper, or may write shorter papers and make presentations over the course of the quarter. Winter (3). Ms Ferziger

ELEMENTS OF WORLD LAW. 727. This course outlines what law is and how it works among nations and explores the workings of leading international organizations. This course has the ambition to do for international legal studies some of what the Elements of Law course does for domestic legal studies. It examines practical and normative issues in international security, human rights, diplomacy, international finance, and international commerce. Students are invited to explore a juridical landscape that is peculiarly different from the one they have grown accustomed to. It is a landscape they will have to become familiar with as they come to practice in the global market place beyond the shores of the USA. The course contrasts the methods, the sources, and the institutions of the international legal system with the methods, the sources, and the institutions of the legal system of the United States. In the international legal arena what judges decide and say is of secondary importance—students are exposed to many fewer judicial opinions than they have come to expect in Law School. Students are introduced to rule-making without legislative agencies, and to decision-making without an international executive organ. The student’s grade is based on a final examination. Students who have completed or are enrolled in Public International Law (729) are ineligible to enroll in this course. (3). Mr. Gottleib. [Not offered in 2000-2001.]

EMPLOYEE BENEFITS. 555. (Seminar) This seminar emphasizes the role of, and issues relating to, employee benefits and executive compensation, in various types of transactions, particularly plan investments and corporate acquisitions. This seminar provides an overview of the main types of pension plans as well as other types of employee benefit plans and executive compensation structures; the principles of taxation governing deferred compensation arrangements; the Internal Revenue Code requirements applicable to qualified pension plans and the fiduciary; and conflict of interest requirements of the Employee Retirement Income Security Act of 1974 (ERISA). The federal insurance scheme for the defined benefit plan administrated by the Pension Benefit Guaranty Corporation is also examined. The materials include finance and accounting literature as well as statutory and case material. There is some treatment of international benefit issues. The student’s grade is based on a final examination. Spr (2). Mr. Scogland.
EMPLOYMENT AND LABOR LAW. 435. This course examines the legal framework governing the relationship between employers and workers. It explores common law principles; questions of occupational safety and health; employment discrimination of various sorts; and private sector unionization and collective bargaining. There is discussion of the National Labor Relations Act, including employees’ rights to organize, employees’ selection of unions as collective bargaining representatives, collective bargaining and regulation of the bargaining process, use of economic weapons such as strikes and boycotts, and the enforcement of collective bargaining agreements. A recurrent question is the choice various "models" of employment relationships: freedom of contract; information and incentives; unionization; and direct regulation. The student’s grade is based on a final examination. Win (3). Mr. Sunstein.

EMPLOYMENT DISCRIMINATION. 433. This course considers employment discrimination and the legal prohibitions on its practice, with particular emphasis on discrimination on the basis of race, sex, sexual orientation, and disability. The course examines the basic frameworks for proving discrimination, looking at both overtly class-based employment policies and facially neutral rules that have a disproportionate impact on protected groups. The course also focuses on affirmative action; the intersection between race and sex; the question of when, if ever, sex-based differences authorize differential treatment; pregnancy in the workplace; sexual harassment; employment discrimination in the military; and reasonable accommodation under the Americans With Disabilities Act. Students have the option of taking a final examination or writing a substantial paper. Aut (3). Ms Hasday.

EMPLOYMENT DISCRIMINATION PROJECT. 671. (Clinic Program) Randall D. Schmidt and his students operate the Clinic’s Employment Discrimination Project. The Project focuses primarily on pre-trial litigation. In individual cases, the Project represents clients in cases before the Illinois Department of Human Rights ("Department") and the Illinois Human Rights Commission ("Commission") and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the workplace. Additionally, in its individual cases and law reform/impact cases, the Project seeks to improve the procedures and remedies available to victims of employment discrimination so that complainants have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Project, in addition to litigation, is also active in the legislative arena and participates with other civil rights groups in efforts to amend and improve the Illinois Human Rights Act.

Second Year Students in the Project can expect to handle several cases individually and "second chair" other cases along with third-year students. Second Year Students will autonomously handle cases that the Department is investigating. In these cases, students interview clients and witnesses, assist in the preparation of written briefs and memoranda explaining why the client was the victim of discrimination, and represent clients at informal hearings before the Department.

Second and Third Year Students will jointly handle cases in the Commission and at various pre-trial stages. They will be involved in discovery (drafting requests, responding to the employers’ discovery, reviewing the information produced in discovery, etc.), and pretrial preparation (i.e., interviewing witnesses, drafting the pretri-
al memorandum, etc.). Second Year Students will be given the opportunity to attend status hearings and hearings on contested motions, along with the third-year student assigned to the case. Moreover, if the case goes to trial, the second-year student will be actively involved in all phases of trial preparation and will attend the trial.

Third Year Students in the Project are assigned cases that are awaiting trial in the Commission. In these cases, Third Year Students attend status conferences, argue contested motions, engage in discovery, negotiate with the employer, and prepare the case for trial. If the case goes to trial, the third-year student will be expected to be the lead attorney on the case.

The Project also handles, or is otherwise involved in, several appeals each year. Both second- and third-year students work on these appeals researching and drafting appellate briefs. If possible, third-year students present the oral arguments in the appeals.

It is suggested, but not required that all students in the Employment Discrimination Project take the Employment Discrimination course. Third Year Students participating in the Employment Discrimination are required to take Evidence. Third Year Students are also required to take either, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in the Employment Discrimination Project is limited and preference will be given to students who take Pretrial Advocacy and the Intensive Trial Practice Workshop. The student’s grade is based on class participation. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Aut, Win, Spr, (var). Mr. Schmidt.

EMPLOYMENT LAW & PRIVACY. 668. (Seminar) This seminar examines an employee’s right of privacy vis-à-vis her employer. The seminar studies such topics as an employer’s monitoring of telephone and computer use, including emails and internet usage; video surveillance of employees; searches of employee’s lockers and offices; drug testing; privacy in medical records; requiring psychiatric evaluations; criminal background checks; dating in the work place and the issue of sexual harassment; an employer’s regulation of off-duty conduct; privacy in personnel files; and employee free speech. Knowledge of basic employment law or employment discrimination principles is helpful, but not required. The student’s grade is based on a series of short papers. Class size will be limited to 20 students. Win (3) Ms Alexander, Mr. Jordan.

ENTREPRENEURSHIP. 630. (Seminar) This seminar considers the legal and organizational aspects of the creation of new businesses – both start-ups and the creation of new business units or divisions within established enterprises. Students discuss the strategy and planning process, the financing issues, and other diverse topics such as risk-taking, creativity, recruitment and leadership. In addition to a varied package of reading materials ranging from biographies and autobiographies of leading entrepreneurs to Harvard Business School cases and the like, the seminar features in-class presentations by a number of successful entrepreneurs. Seminar
participants get to visit with some of the leaders of the financial revolution of the 1980s, including several people who participated in the LBO movement, the creation of new forms of financial instruments, and the tender offer "wars" that effect-
ed a "market" in corporate control. Students meet with some of the visionary entre-
preneurs who created the technological revolution that has transformed the way people work and live. A substantial paper will be required and one way to satisfy this requirement is to create a business plan. The seminar has no formal prerequisites but enrollment will be strictly limited to a small and manageable group and to do so, space will be allocated first to third-year students and to those with business/law back-
grounds. Spr (3) Mr. Rosenfield.

ENTREPRENEURSHIP AND THE LAW. 619. (Seminar) This seminar introduces stu-
dents to entrepreneurship in both theory and, to a greater extent, legal practice. The ini-
tial art of the course studies the multidisciplinary approach entrepreneurship and reviews the basic law covering the area including constitutional and regulatory law governing entrepreneurs. The second part of the course trains students in the basic skills an effective advisor needs, including interviewing, issue-spotting and counseling. The last part of the course surveys the most important substantive legal areas that apply to last part of the course surveys the most important substantive legal areas that apply to entrepreneurship and requires practical exercises for the students to implement the theory. Subjects include choice of entity, licensing, taxation, finance, commercial real estate and zoning, intellectual property, insurance, employment, and business planning. The course focuses specifically on micro- and entry-level enterprises, but generally applies to larger businesses as well. The seminar is a prerequisite to participation in the institute for businesses as well. The seminar is a prerequisite to participation in the Institute for Justice Clinic on Entrepreneurship. Aut (1), Win (2). Ms Lee.

ENVIRONMENTAL LAW. 460. This course provides an introduction to the role of legal institutions in resolving environmental resource conflicts and dealing with the health and ecological risks generated by industrialization. The resolution of environmental problems through private litigation, federal regulation, economic incentive systems, and judicial review of administrative decisions are examined. Spr (3). Mr. Sunstein.

ESTATE PLANNING AND GIFT TAX. 631. (Seminar) The principal objective of this course is an examination of the federal estate and gift tax law and federal income tax-
ation of trusts and estates. The course includes a study of various arrangements for the aggregation and devolution of wealth, applying principles of wills, trusts, future inter-
est, and tax. The course seeks to develop an understanding of the process of estate planning and choosing among alternative means of accomplishing a client's personal and tax objectives. (3). [Not offered in 2000-2001.]

EUROPEAN SOCIAL DEMOCRATIC RESPONSE TO GLOBALIZATION. 651. (Seminar) Spr (3). Mr. Tham.
For the current course description, please go to the Law School's web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.
EUROPEAN UNION, LAW AND POLICY. 752. This course examines the development of the law of the European Union in the context of policy making at both the Union and Member State levels. The European Union is the result of the treaty-based integration of Europe, beginning with the 1953/57 treaties establishing the European Communities and continuing through the treaties on European Union of Maastrict, Amsterdam and - presumably - Nice. This integration can be considered a constitutionalized process of transforming the political functioning of the European nation state. This course begins with an introduction to the history and concepts of European integration, examine European Union institutions and the legal order of the Union (in particular judicial protection and the Union "bill of rights"). Other substantive issues explored are selected areas of EU activity such as the "Internal Market" (including the four economic freedoms, antitrust regulation and environmental legislation); the "EURO' as a single currency; the "Area of Freedom and Security: (encompassing police, justice and immigration affairs); expansion to Eastern and Southern Europe; and the emerging Foreign Relations and Defense capacity. Trans-Atlantic aspects of European integration receive special attention. The student's grade is based on a final examination (70%) and class participation (30%). Spr (3). Mr. Roeben.

EVIDENCE. 416. The content and reform of 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 the confrontation, examination, and privileges of witnesses. The student's grade is based on a proctored exam. Judge Posner's section will use primarily the clinical method and cover trial advocacy as well as the law of evidence and it will be limited to an enrollment of 30. Aut (3). Mr. R. Stone. Win (3). Ms Buss. Win (3). Judge Posner.

EVOLUTION OF LEGAL DOCTRINES. 653. (Seminar) 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. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3). Judge Easterbrook. [Not offered in 2000-2001.]

FAMILY LAW. 450. This course examines the law's regulation of the creation and dissolution of family relationships, and the legal rights and responsibilities that family members have because of their family status. These issues are examined in both modern and historical context, with particular emphasis on the marital relation. Topics to be covered include: polygamy and common law marriage, marriage and parenthood under slavery, interracial marriage and adoption, same-sex marriage and parenthood, legitimacy, surrogate motherhood, the economic consequences of divorce, the dissolution of nonmarital relationships, the termination of parental rights, federal benefits and
disabilities tied to family status, the prohibition on interspousal contracts for domestic services, the marital rape exemption, domestic violence, child abuse, and child custody and support. Students have the option of taking a final examination or writing a substantial paper. Spr (3). Ms Hasday.

FEDERAL BUDGET POLICY. 528. (Seminar) This seminar examines one crucial aspect of the federal legislative process, the formulation and implementation of federal budget policy. Since the adoption of the Congressional Budget and Impoundment Control Act of 1974 (later amended by the Gramm-Rudman-Hollings deficit reduction act and the Budget Enforcement Act of 1990) federal budget policy has played a major role in the drafting and consideration of appropriations bills, tax legislation, entitlement reform, and other legislative initiatives. Students focus on the current congressional budget cycles, from the presentation of the President's budget through congressional consideration and enactment of budget legislation, appropriations bills, and tax proposals. Discussions will include issues relevant to the budget process, including the selection of budget baselines, the effect of committee organization and interest groups on the budget process, the pay-as-you-go provision, revenue estimating and the length of the budget window, and the proposed balanced budget amendment to the Constitution. Students discuss the constitutional and policy issues concerning recent budget legislation, such as the Line Item Veto Act and the Unfunded Mandates Act. Students explore some of the issues relating to the growth in entitlement spending, including proposals to privatize Social Security, generational accounting, and the effect of mandatory spending on the rest of the federal budget. Students also explore the implications of cash-flow budget surpluses and pending reform proposals. Participants are expected to complete short written pieces before each class, which also serve as the basis for some of the discussions. (3). Ms Garrett. [Not offered in 2000-2001.]

FEDERAL CRIMINAL LAW. 465. The focus of this course is on selected issues in the federal substantive criminal law. Particular topics to be studied include federal criminal jurisdiction, mail and wire fraud, RICO, drug enforcement offenses, money laundering, and sentencing of federal offenders. The student's grade is based on a proctored examination. Aut (3). Mr. Schulhofer.

FEDERAL JURISDICTION. 411. The role of the federal courts in the federal system. Topics will include: federal question, diversity, and removal jurisdiction; litigation against federal and state governments and their officials; abstention and related doctrines; direct and collateral review of state-court decisions; and Congressional control of the jurisdiction of the federal courts. The student's grade is based on a proctored final examination. Win (3). Mr. Strauss.

FEDERAL REGULATION OF SECURITIES. 424. This course covers the issuance and trading of securities. The first half of the course looks at the issuance process in some detail, paying special attention to the complex rules issued by the Securities and Exchange Commission. It takes the decision to raise capital as a given (see the course in Corporate Finance for attention to this subject). The second part of the course looks at trading, including tender offers, private actions, and damages. The
The economic of finance and capital markets is employed to assist the analysis. Corpo-
ration Law (423) is a prerequisite, although may be taken concurrently. The stu-
dent’s grade is based on a proctored final examination. Aut (3). Mr. Triantis.

FEMINIST JURISPRUDENCE. 705. This course considers ways in which law and legal theory may affect the realization of the equality of the sexes and the rights of women. The readings include a broad range of scholarly writings. (3). Ms Case. [Not offered in 2000-2001.]

FEMINIST PHILOSOPHY. 477. (=PHILOS 417) This course studies the philosophical contributions to feminist theory in a variety of areas of moral and political thought. (1) Historical antecedents: Plato, Aristotle, Roman Stoicism, Rousseau, Kant, Mill; (2) Justice, gender, and the family: criticisms of the private/Public dis-
tinction, bargaining positions in the family; (3) Feminist internationalism: cultural values and women’s human rights; (4) Radical feminism on objectification, pornography, and sexual harassment; and (5) Care feminism on the value of maternal love and sacrifice. Throughout the course, the emphasis is on the close analysis of arguments. (3). Ms Nussbaum. [Not offered in 2000-2001.]

FINANCIAL INSTITUTIONS. 633. (Seminar) The focus of this seminar is the federal regulation of financial institutions, including national and state-chartered commercial banks, thrift institutions, and holding companies. Topics addressed include: entry restrictions, growth and expansion of bank activities, regulation of the business of banking and expansion through the bank holding company structure, branch banking and interstate banking. The regulatory schemes for the insurance industry and the investment company industry are also reviewed for purposes of comparison. (3). [Not offered in 2000-2001.]

FOREIGN AFFAIRS AND THE CONSTITUTION. 748. This course analyzes structural constitutional issues related to the conduct of U.S. foreign relations. Issues covered include the general allocation of foreign affairs power between the President and the federal political branches, the role of federal courts in resolving foreign relations cases (political question doctrine, act of state doctrine, federal common law of foreign relations, treaty interpretation, etc.), the substitutability of treaties and congressional-executive agreements, the power to terminate treaties, subject matter and structural limits on the treaty power, the relationship between international law and domestic law, the constitutional validity of international human rights litigation in U.S. courts, the validity of state foreign policies, and much more. To be admitted to the class, students must have taken, or be taking, Constitutional Law I. The student’s grade is based on a proctored final examination. Win (3). Mr. Goldsmith.

FUNDAMENTALS OF COMMERCIAL REAL ESTATE TRANSACTIONS. 440. This course examines the process of structuring, negotiating, and documenting commercial real estate transactions, focusing primarily upon the acquisition and sale of income properties. Students specifically address the contract of purchase and sale, due diligence, negotiating problems, choice of entity and tax considerations, condi-
tion of title and title insurance, survey, warranties, closing considerations, and basic financing structures. The student's grade is based on a final examination. Win (3). Mr. Gilmartin, Mr. Rosenbloom.

**GAME THEORY AND THE LAW.** 506. (Seminar) This seminar examines the principles of game theory and their use to analyze legal problems. Applications are drawn from torts, contracts, bankruptcy, antitrust, and civil procedure. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a proctored final examination. Enrollment is limited to 20. Aut (3). Mr. E. Posner.

**GLOBALIZATION: EMPIRICAL/THEORETICAL ELEMENTS.** 739. (=SOC 269 /369, POLSCI 379) This course examines how different processes of globalization transform key aspects of and are in turn shaped by (1) major institutions such as sovereignty and citizenship; and (2) major processes such as urbanization, immigration, and digitalization. Particular attention is given to analyzing the challenges globalization presents both to the theorization and the empirical specification of its associated processes and institutions. Aut. (3) Ms Sassen.

**HEALTH CARE FOR THE POOR.** 738. (=SSA 486, MED 604, PUBPOL 478) This course explores issues related to health care delivery for the poor. It examines the background and history of health care for the poor in the US and the current structures in place at federal, state, and local levels for providing health care for the poor, focusing upon Medicaid and welfare reform efforts. It further examines several special risk patient populations. Finally, it examines options for better delivery of health care for the poor. Most class sessions are in lecture/seminar format (many with guest speakers who have experience serving the poor). Some class sessions are discussions among class members of readings and site visits. Class presence and participation are extremely important given the discussion format. Students are expected to do the assigned reading, participate in class discussions, and visit Cook County Hospital and at least one community health center. Two brief reaction papers (1-2 pages) are expected in response to site visits. Students also write a final paper. Outstanding ("A") level papers will be selected for presentation and discussion in the final weeks of class. Topics relevant to health care for the poor are suggested. Students may choose to work collaboratively to produce a longer paper if desired. There is a brief final examination covering topics addressed in the class sessions and readings. Spr (3). Ms Burnet.

**HIGHER EDUCATION AND THE LAW.** 521. (Seminar) The university has long maintained that its history and role as a creator of knowledge and refuge for society's critics require that the government and the courts extend a special respect to the academy's need to govern itself. This seminar discusses how the courts have dealt with this argument in areas such as academic freedom; student admissions and discipline; faculty tenure, dismissal, and unionization; and teaching and research restrictions. Discussions focus on the competing interests of society and the university and the role of the courts in balancing these interests. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on class participation and a substantial paper. Aut (3). Mr. Sussman.
HISTORICAL AND INTELLECTUAL ORIGINS OF PROPERTY. 548. (Seminar) This seminar traces the intellectual developments in the theory of property rights through the classical writers on the subject. It covers such authors as Aquinas, Hobbes, Harrington, Locke, Hume, the Federalist Papers and the anti-Federalists, as well as the early Supreme Court constitutional decisions on taking property rights. Several short papers are required of students during the course. Enrollment is limited to 20 students. (3). Mr. Epstein. [Not offered in 2000-2001.]

HISTORICAL THEMES IN SOCIAL WELFARE AND SOCIAL WORK 730. (=SSA 489/555; SOC 552; PUBPOL 358). This seminar focuses on historical issues that dominate social policy related to income maintenance and social service. The goal of the course is to show how public response to social problems has taken shape during selected periods of Anglo-American history and what concepts of need and distributive justice appear to influence social policy. The periods chosen for study include: the Elizabethan era; the nineteenth and early twentieth centuries in Britain and the U. S.; the New Deal; and the era of the Great Society and the era of TANF. Topics for discussion in each period include: the contemporary public understanding of causes of dependency; categorization and the principle of worthiness; the relationship of work to income support; and characteristics of the helping agents who implement social policy. Class limited to 25 students. Aut (3) Ms Rosenheim

HISTORY OF RIGHTS. 908. (Seminar) (3) Mr. Osiatynski. [Will be offered Autumn 2001].

THE HISTORY OF THE LAW OF USE OF LAND, 1620-1930. 900. (Seminar) This seminar explores the largely forgotten heritage of social control of private land in America. Today American governments regulate private land to advance many goals: to protect endangered species and other elements of the natural resources, control the direction and pace of urban growth, impose aesthetic standards of building, facilitate social control and keep disparate uses of land separate. Courts view these laws as relatively novel, suspect encroachments on a historical baseline of maximum autonomy for landowners. Based largely on this historical perception, the courts have constructed an increasingly countermajoritarian constitutional doctrine of regulatory takings to govern our intensifying conflicts over land and other natural resources. Yet similar forms of regulation were carried on in America before the 20th century. Beside examining the early laws themselves, and the later rise of judicial interference, we address the curious phenomenon of amnesia in American legal culture: how did these antecedents become forgotten, and stay forgotten? Spr (3). Mr. Hart.

HOLMES: JURIST AND ICON. 478. (=LL/SOC 235, HIST 458.) This course examines the life and writings of Oliver Wendell Holmes, Jr., with emphasis on his ambitions as well as his theories, and with special attention to his role, largely posthumous, as symbol, or even icon, for a disparate variety of philosophical trends in Anglo-American law. (3). Mr. Hutchinson. [Not offered in 2000-2001.]

HUMAN RIGHTS I: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS. 412. (=HIST 293/393, MAPH 400, PHILOS 316, POLSCI 339, INTREL 316, LL/SOC 251) This course focuses on the philosophical foundations of human rights. The foundations bear on basic conceptual and normative issues: the various meanings and components
of human rights and the subjects, objects, and respondents of human rights; who has the rights, what they are rights to, who has the correlative duties, what methods of argument and implementation are available in this area, and so forth. The practical implications of these theoretical issues are also explored. Aut (3). Mr. Geyer.

HUMAN RIGHTS II. 413. (=HIST 394, INTREL 394, MAPH 401, POLSCI 340, PHILOS 294/394) This course is primarily concerned with the evolution of the modern human rights regime. It discusses human rights origins as a product of the formulation and expansion of imperial Western nations-states. It juxtaposes the Western origins with competing, non-Western systems of thought and practices of rights. It assesses in this context the universality of modern human rights norms. The course proceeds to discuss human rights in its two prevalent modalities. First, it discusses rights as individual protection of personhood and the modern, Western notion of individualism entailed therein. Second, it discusses rights as they affect groups or states and limit their actions via international law, e.g., formal limitations on war. The course follows a chronological narrative. In the first section, students will discuss the elaboration of human rights as natural law in the seventeenth and eighteenth centuries, especially the case of the American and French Revolutions. Students will discuss the place of human rights in the context of imperial expansion and the dissemination of Western constitutional ideas and norms on a global scale. Section two discusses the human rights situation as it pertains to inter-war Europe (within this specific context, refugees, and displacement). In the third part of the course, students will follow the revival of human rights rhetoric, practices, and institutions from Nuremberg to the United Nations to contemporary forms of human rights activism. The course concludes with a general reflection on the two key themes: personhood and its protection and the conduct of states and human rights in a globalizing environment. The course will consist of a lecture and a discussion each week. The lecture is delivered by faculty according to the syllabus formulated by the two course organizers. Guest lecturers may be invited in for particular topics. The course organizers are responsible for all lectures and for conducting the discussion seminars. Except agreed otherwise, undergraduates will write three short review papers, using assigned books, plus a final examination. Graduate students will write a 20-30 page paper. Students are encouraged (individually or in groups) to co-present the results of their papers in the workshops. Win (3). Mr. Geyer, Mr. Novak.

HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS. 579. (=INTREL 579, HIST 295/395, PATH 465, POLSCI 341, PHILOS 295/395) (Seminar) This seminar is designed for both law students and medical students. The first part focuses on the dramatic changes in the creation and enforcement of international human rights law that have taken place since World War II. Notwithstanding serious challenges from a variety of sources, no government in the world publicly dissents from the acceptance of support for human rights. Students examine the existing international human rights regime and explore the impact of the UN charter, the Universal Declaration, and various multilateral and regional human rights treaties and regimes on the behavior of nations today. Using cases from U.S. and international courts, the course will then focus on medical and ethical issues in human rights.
Topics includes political repression (including psychiatric repression and the history of the Gulag); medical research, informed consent, and human rights; the role of physicians in practicing and documenting torture; persecution and asylum; and questions of eugenics. The course emphasizes how the ethical traditions of both law and medicine can be used to promote human rights. Guest lecturers and a film series supplement the curriculum. Students are expected to make short presentations and to submit a short mid-term paper (5 pages) and a final paper (15 pages). This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper (75%) and class participation (25%). Spr (3). Ms Bhabha.

**HUMAN RIGHTS AND GLOBAL JUSTICE. 740.** (=INTREL xxx, PHILOS 318, POLSCI 428) What would a just world be like? Our thinking about justice has been predominately about what a just society would be like. Does it make sense to focus our attention on societies as the world becomes more integrated? How should we extend our ideas about social justice to the world as a whole? Some of the specific questions that will be addressed are these. To what extent should we respect different cultural views of rights, justice, and the good life? What do the rich countries owe to the poor ones? How can we address global problems, such as the greenhouse effect, in a fair way? Aut (3). Ms Young.

**HUMAN RIGHTS/LAW IN LATIN AMERICA: RESPONSES TO MASSIVE HUMAN RIGHTS VIOLATIONS. 737.** (=LAT AM 265/265) This course examines recent developments in human rights _national and international_, ethical theory, governmental policy _on ways of responding to and seeking to overcome a legacy of massive human rights violations: genocide, crimes against humanity, war crimes_. These responses typically follow a period of dictatorship, civil war, and other situations of emergency that raise the gravest humanitarian issues. The course presents both a conceptual framework for grasping these problems and a series of case studies to permit in-depth study. It gives special attention to the experiences of Argentina, Chile, El Salvador, and Guatemala, while the responses of South Africa and of former Communist regimes of Europe are brought in for comparative analysis. The materials and discussions include a range of policies and institutional responses: truth-telling through the varied new institutions referred to as truth commissions, prosecutions before national or international tribunals, systems of compensation, and related objectives such as national reconciliation in divided societies. The course inquires into the extent to which these responses are exclusive or complementary or, indeed, in conflict and into the ethical and political dilemmas that they pose. The course includes recent initiatives such as the establishment of ad hoc and permanent international criminal courts, and the attempt to bring to justice in courts of different countries persons such as Pinochet, who are accused of crime against international law. The student’s grade is based on a final examination. Spr (3). Mr. Zalaquett.

**HUMAN RIGHTS, STATE SOVEREIGNTY, AND PERSECUTION: ISSUES IN INTERNATIONAL REFUGEE LAW. 577.** (Seminar) (=INTREL 577) This seminar introduces students to the relationship between state sovereignty and human rights implementation through selected topics in international refugee law. The philosophi-
cal and historical background to the current definition of a refugee is considered, as will the key constitutive elements including the notion of “well-founded fear of persecution.” North American and European statutes and case law is discussed covering a range of issues including asylum for victims of non-state persecutors (husbands, rapists, guerrilla forces, tribal initiators), “safe havens,” and other forms of temporary protection. The future of asylum and alternative systems for addressing the problems of forced migration is also discussed. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper (75%) and class participation (25%). Aut (3). Ms Bhabha.

IMMIGRATION POLICY AND LAW. 447. This course covers the constitutional foundations of the power to control immigration, the historical evolution of U.S. immigration law, and the constitutional rights of aliens seeking admission to the U.S. or resisting expulsion. In addition, we discuss judicial and administrative decisions interpreting the provisions of the Refugee Act of 1980, a particularly dynamic and controversial area of immigration law. Current public policy issues are discussed. Aut (3). Ms Gzesh.

INDIVIDUAL AND HUMAN RIGHTS. 725. This course examines the universality and applicability of the concept of human rights in today’s world, in which liberal democracies co-exist with dictators and face abuse of rights, ethnic cleansing, and genocide. After taking this course a student should understand which rights and mechanisms for their protection are uniquely Western and which are truly universal and should be protected by international community. To meet these objectives students look into the origins of individual rights before the Enlightenment and their re-emergence as human rights after World War II. The “Revolution of Rights” in the 1960s and the role of human rights during and after the Cold War—including the trial of General Augusto Pinochet and the NATO intervention in Kosovo—are examined. Rights are discussed in context of other political and legal concepts, such as democracy, constitutionalism, market, and welfare. The role of rights in various ideologies and cultures is compared. Finally, the limitations of the concept of rights in social relations and in individual life are discussed. (3). Mr. Osiatynski. [Not offered in 2000-2001.]

INSIDER TRADING: LAW AND ECONOMICS. 658. (Seminar) This seminar examines the on-going debate about efforts to regulate the individual or personal use of undisclosed information in stock market transactions. The focus is on the academic arguments that have been advanced to justify or to criticize these laws and not on the primary legal materials. Familiarity with corporation law basic economic analysis, finance, and public choice theory is desirable but not prerequisite. The seminar meets for the first five weeks of the Fall Quarter and the last five weeks of the Spring Quarter. The first half is devoted to lectures by the instructor and discussions of the principal literature in the field. The second half is devoted exclusively to presentations and critiques of student research papers. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper (85%) and class participation (15%). Enrollment is limited to 20. Aut, Spr (3). Mr. Manne.
INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP. 676. The Institute for Justice Clinic on Entrepreneurship, or JJ Clinic, provides entrepreneurs, especially start-up micro-businesses operated by low- to moderate-income individuals, with free legal services that include 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 JJ Clinic is the Law School's practical training ground for law students who are interested in transactional work generally and entrepreneurship specifically. Students are involved in all phases of client representation and have the opportunity to interview and counsel clients; draft business documents and contracts; negotiate with contractors, investors, or lenders; prepare documents for filing; and occasionally represent clients before administrative bodies. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Before participating in the JJ Clinic, students are required to take Entrepreneurship & The Law (619). Aut, Win, Spr (var). Ms Lee.

INSURANCE LAW AND POLICY. 438. This course examines legal issues relating to first-party and third-party insurance, as well as limited aspects of domestic insurance regulation. Topics include the special principles of construction applicable to insurance policies, particular problems arising under life and health policies, bad faith issues, the duty to defend and to settle under liability policies, the recent insurance "crisis" in some lines of coverage, and problems relating to insurance for environmental harms (3). Mr. Sykes. [Not offered in 2000-2001]

INTENSIVE TRIAL PRACTICE WORKSHOP. 675. (Seminar) This seminar teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures and demonstrations, but primarily through simulated trial exercises. Topics include opening statements, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with lectures and critiques from varied perspectives. The course concludes with a simulated jury trial presided over by sitting state and federal court judges. Evidence is a prerequisite. Students taking the Intensive Trial Practice Workshop are not eligible to enroll in Trial Advocacy. Completion of this workshop partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois. This workshop is offered for approximately six hours/day the two weeks prior to the beginning of the Autumn Quarter. The student's grade is based on class participation. Aut (2). Mr. Bowman, Ms Conyers, Mr. Heyrman, Mr. Schmidt, Ms Snyder, Mr. Stone, Mr. Futterman.

INTERNATIONAL FINANCE. 489. Today the volume of international financial flows far exceeds the volume of international trade. This course focuses on the international aspects of domestic banking and security markets and with offshore markets. The focus is on U.S., European, and Japanese regulatory systems and the role of international financial institutions. Among the topics covered are the eurodollar and
eurobond markets; the international banking and securities clearing systems; foreign exchange, as well as futures and options markets; and derivatives, swaps, and an introduction to emerging markets finance, especially with regard to privatization. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation. (3). Mr. Dam. [Not offered in 2000-2001.]

INTERNATIONAL LAW SEMINAR. 686. (Seminar)  
Spr (3). Mr. Gottlieb.  
For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

INTERNATIONAL LAW, HUMAN RIGHTS, AND WAR CRIMES. 624. (Seminar)  
This seminar focuses on the development of international law pertaining to war crimes and the protection of human rights from Nuremberg and the other World War II war crimes trials through the Vietnam era and up to the new International Tribunals for Bosnia and Rwanda. A central focus of the course is on the development of doctrines defining individual responsibility for war crimes and human rights violations, but students also study problems relating to the concepts of aggression, intervention, self-defense, and military necessity. The overarching concern of the course is to assess the legal legacy which the Bosnian and Rwandan tribunals have inherited. Enrollment is limited to 18 students and four short thought papers are required. This seminar may be taken for the fulfillment of the Substantial Writing Requirement. (3). Mr. Goldsmith. [Not offered in 2000-2001.]

INTERNATIONAL LAW AND POLITICAL SCIENCE. 695. (Seminar)  
Win (3). Mr. Goldsmith, Mr. Snidel.  
For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

INTERNATIONAL TAXATION. 446. This course provides a survey of the income tax aspects of investments and business operations of foreigners in the United States, and overseas investments and business operations of Americans. Though the principal focus of the course is on the U.S. tax system, some attention is paid to adjustments between tax regimes of different countries through tax credits and tax treaties. The student’s grade is based on a final examination. Spr (3). Ms Roin.

INTERNATIONAL TRADE REGULATION. 626. (Seminar) This seminar examines the regulation of international trade under national and international law. The emphasis is on the principal obligations of the WTO/GATT system, including the most favored nation obligation, the national treatment obligation, and various other constraints on domestic regulatory policies. Students also examine laws of the United States enacted to implement WTO rights and obligations, including the "escape clause" and the antidumping and countervailing duty laws. Considerable attention is devoted to the structure of international dispute resolution and to the use of unilateral trade sanctions. Students at times consider how similar problems have been handled in different legal systems, comparing the law of the WTO/GATT, the NAFTA, the European Union, and the U.S. federal system. Issues relating to trade and the environment also receive some attention. (3). Mr. Sykes. [Not offered in 2000-2001.]
INTRODUCTION TO AMERICAN LEGAL HISTORY 1630-1870. 694. (Seminar) The seminar explores the character and role of law in America. A survey of American legal history from the European settlements through the Civil War and Reconstruction. Topics include: government on the early frontier; the regulation of morals; the theory and law of contract; religious diversity; commerce and federalism; private associations; pleading and the merger of law and equity; codification; slavery; struggles for equality. This seminar may be taken to fulfill the Substantial Writing Requirement. The student’s grade is based on a take home examination and class participation (20-30%). Enrollment is limited to 20. Win (3). Mr. Hamburger.

INTRODUCTION TO JURISPRUDENCE. 720. (=POL SCI 461, DIV SC 404). This course introduces the philosophy of jurisprudence, presenting an outline of the main schools of thought which form the general legal philosophies of the 20th century, with a particular emphasis on contemporary analytical jurisprudence. Reading materials include writings of the authors who have shaped these schools of thought, with occasional reference to secondary literature. The issues discussed include such questions as the relationship between law and morality; the nature of legal authority; judicial discretion; is law determinate enough to yield specific legal outcomes; theories of rights; is law a medium of political power, and whose power it is; the nature of legal interpretation and the legitimacy of judicial law making. All the reading material for the course is available on web site. Aut (3). Mr. Marmor.

INTRODUCTION TO TAX POLICY. 537. (Seminar) As a survey of the causes and consequences of the methods chosen by governments to raise revenues through taxation, this seminar involves a smattering of public finance, politics, and tax analysis. Students consider possibilities for improving the U.S. tax system. Prior courses in individual and corporate income taxation (or the equivalent) are recommended but not required. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on either a final examination or a substantial paper. Aut (3). Mr. Isenbergh.

INTRODUCTORY INCOME TAX. 441. A survey of the essential elements of the U.S. income tax, with principal focus on the taxation of individuals. Points of concern are the nature of income, its timing and measurement, the notions of tax benefit and tax incentive, realization, sales and exchanges, the boundary between personal and business expenditures, capital recovery and capital gains, and assignment of income among related taxpayers. Note: the autumn section is a four-hour credit course. The student’s grade is based on a proctored examination. Aut (4). Mr. Isenbergh. Win (3). Ms Roin.

ISSUES IN POVERTY AND LAW. 574. (Seminar) This seminar is designed to explore how the law (and the absence of law) affects those who are poor. Students begin by analyzing the rhetoric of poverty in Supreme Court decisions. Students then examine interdisciplinary materials focused on political and social theories that drive poverty policy programs. The seminar concludes with an in-depth look at specific policies and programs pertinent to the relationship between poverty and social control. Some issues discussed are: access to public housing and spatial con-
centration of poverty, gentrification, access to law enforcement by poor people, the normative conception of compliance with the law and its relationship to inner city crime, and an analysis of church and state collaboration to reduce crime in poor communities. A continuing theme of this course is the relationship between race and poverty in urban areas. Several short papers and class participation are required. (3). Ms Meares. [Not offered in 2000-2001.]

THE JUVENILE JUSTICE SYSTEM. 601. (Seminar) This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior. Readings on adolescent development and urban sociology help inform discussions. The student's grade is based on three or four short papers. Enrollment is limited to 20. Win (3). Ms Buss.

LABOR, PROPERTY, AND CITIZENSHIP. 754 (=HIST 836) This two-quarter research course takes as its central theme the connection between rights of citizenship and relations of labor and property. Focusing principally on the U.S. in the nineteenth and twentieth centuries, it will study social experience, ideological formations, and legal rules, which reflected and/or ordered capitalist transformation. Along with reading classic and new literature in the field, students formulate proposals for independent research projects during the fall quarter. The winter quarter focuses primarily on writing and discussing drafts of seminar papers. Students may take the fall quarter alone (as a colloquium) with the instructors permission. Aut (3). Ms Stanley.

LAW AND ECONOMICS OF HEALTH CARE. 685. (=PUBPOL 378) (Seminar) This seminar examines the policy issues arising out of the intersection of law and economics in the health care industry. Illustrative topics covered are antitrust policy toward hospital mergers; public regulation of AIDS and other infectious diseases; behavioral issues (smoking, alcohol, obesity); the role of philanthropy; the regulation of medical research; the HMO movement. A substantial paper is required. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spr (3). Mr. Philipson.

LAW AND THE MENTAL HEALTH SYSTEM. 470. The course is designed to help lawyers function effectively when issues of mental disability relate to legal issues. The course examines the interrelationship between legal doctrine, procedural rules, medical, cultural, and social scientific understandings of mental disability and institutional arrangements affecting the provision of services to the mentally disabled. Consideration is given to admission to and discharge from mental health facilities; competency to consent to or to refuse treatment; to surrogate decision making for those found incompetent; to the rights of those confined in mental health facilities; to discrimination against the mentally disabled; and to the rights of the mentally disabled in the criminal justice system. This course may be taken for fulfillment of the Substantial Writing Requirement. Students have a choice of taking a final exam at the end of the quarter or writing a paper on a topic approved by the instructor. Win (3). Mr. Heyrman.
LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS. 513. (=POL SCI 370) (Seminar) The purpose of this seminar is twofold. First, it introduces students to the political nature of the American legal system. In reviewing a substantial amount of the social science literature on courts, students focus on the relationship between the courts and other political institutions. The questions asked include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? Second, by critically assessing approaches to the study of courts, the course seeks to highlight intelligent and sound approaches. Particular concern focuses on assumptions students of courts have made, how evidence is integrated into their studies, and what a good research design looks like. This course may be taken for fulfillment of the Substantial Written Requirement. The student's grade is based on a substantial paper. (3). Mr. Rosenberg. [Not offered in 2000-2001.]

THE LAW AND PRACTICE OF ZONING, LAND USE AND EMINENT DOMAIN. 906. (Seminar) This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land development. We address the constitutional bases of private rights and public land use planning, and the practical manifestations of Euclidean zoning and planning; zoning relief, such as special uses and variations; eminent domain, takings and exactions (including impact fees and delays); wetland protection and historic preservation; development incentives and subsidies, including tax increment financing ("TIF") and special service areas. Prior course work in real property and constitutional law are encouraged. Course materials include cases, academic and trade-group commentaries, Chicago-based news publications, and guest speakers including major Chicago developers and regulators. The student's grade is based on attendance, spirited class participation, and a proctored, open-book examination. Spr (2). Mr. Geselbracht, Mr. Novak. Teaching Assistant: Ms Cassel.

LAW AND SOCIAL SCIENCE. 659. (Seminar) This seminar, opened to second-year law students, is both a prerequisite for, and an introduction to, the Law & Social Science Program designed to train law students considering an academic career. It presents and discusses foundational studies, methodologies, and research questions in both private and public law carried out by law and social science scholars. Aut (3). Ms Bernstein, Mr. Rosenberg.

LAW, BEHAVIOR, AND REGULATION. 654. (Seminar) This seminar deals with new and emerging understandings of human — the lessons of those understandings for legal regulation. Topics include environmental regulation, broadcasting, occupational safety and health, damage remedies, and the law of equality. Theoretical materials involve people's bounded rationality, as they rely on "heuristics" that lead to errors, and are also susceptible to various biases. There is discussion as well of people's capacity for fairness, and their understanding of what fairness specifically involves. A recurrent question will be whether "behavioral law and economics" has advantages over traditional law and economics in thinking about regulation of private conduct. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a substantial paper. Win (3). Mr. Sunstein.
THE LAW OF FOOD, DRUGS AND COSMETICS. 747. This course addresses federal regulation of foods, drugs, medical devices, cosmetics, and other products within the jurisdiction of the FDA. It begins with consideration of the definitions of each of these product categories. It then examines the various substantive requirements applicable to manufacturers and distributors of these products. It also explores the remedies available to the FDA. Finally, it discusses the relationship between federal requirements and state product liability laws. The student's grade is based on a proctored examination and class participation. Win (3) Mr. Bierig.

THE LAW OF LAWYERING AND THE LEGAL PROFESSION. 409. Lawyers often suppose that the entire law of professional responsibility is contained in the profession's codes. However, "other" law (criminal law, tort law, procedural law, securities law, etc.) plays an equally and sometimes more important role in regulating a lawyer's conduct. This three-credit course focuses on an examination of the ways in which ethics codes and "other" law work together to shape a lawyer's course of action in different contexts (business transactions, civil litigation, government representation, criminal defense.) In addition, students explore the contours of the profession—its demographics and structure—in order to prepare them for lives as lawyers in the 21st century. This course satisfies the professional responsibility requirement for upper-year students. (3). Ms Meares. [Not offered in 2000-2001.]

LAW OF THE EXECUTIVE BRANCH. 687. (Seminar) Spr (3) Judge Mikva.
For the current course description, please go to the Law School's web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

LAW, SCIENCE, AND MEDICINE. 591. (Seminar) This seminar covers the intersection of law, science, and medicine, focusing on issues related to the "new genetics" and other advances in biotechnology. Topics include gene therapy, reproductive technologies, human experimentation, embryo research, and enhancement. A substantial paper is required. Enrollment is limited. (3). Ms Palmer. [This will be offered in 2001-2002.]

THE LAWYER AS NEGOTIATOR. 419. This course investigates the uses of law in negotiations and to develop students' skills as negotiators. Students are given a theoretical framework with which to analyze problems of negotiation. They experiment actively with a variety of negotiating techniques. Special emphasis is given to ethical issues. Students engage in exercises with simulation materials. Student's who have taken Alternative Dispute Resolution or Negotiation Theory and Practice are not eligible to enroll in this course. Spr (3). Mr. Gottlieb.

LEGAL CLASSICS. 638. (=POLSCI 391) (Seminar) This seminar grapples with some of the lasting contributions made by students of courts throughout the twentieth century. Material covered ranges from the Realists to early empirical studies to the New Deal and 1950s controversy over the role of the Court. Because the Seminar provides participants with a critical perspective on classic work, solid grounding in the literature, as obtained in Law 513 (Law and Politics: U.S. Courts as Political Institutions), is a prerequisite; permission of instructor is also a prerequisite. (3). Mr. Rosenberg. [Not offered in 2000-2001.]
LEGAL INFRASTRUCTURE OF HIGH-TECHNOLOGY INDUSTRIES. 677. (Seminar) This seminar explores current legal controversies in high-technology fields in the hope of understanding that framing; in essence, our goal is not necessarily to determine the "right" answer to any given dispute, but instead to both sharpen our collective understanding of what themes are consistent across the various high-technology industries and to better answer Easterbrook's question of whether there really is anything new here at all. The application of conventional intellectual property and antitrust principles to high technology markets is likely to remain unsettled for many years to come, but at the same time current controversies could very easily have a disproportionate influence over the framing of those debates. This seminar is for you if, voluntarily and purely out of genuine excitement and interest, you find yourself reading news articles and subjecting your friends to discussion on topics like the battle between RIAA and mp3.com, or the more recent question of whether Ebay should be subject to antitrust liability for its various business practices. The student's grade is based on outside research and writing, and general class participation. Spr (3). Mr. Lichtman and Mr. Picker.

LEGAL INTERPRETATION. 516. (Seminar) Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: "plain meaning," its cousin textualism; a search for intent ("original," presumed, or imputed), functional analysis, and so on. The seminar asks how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation receives approximately equal emphasis. Enrollment is limited to 20 students. The student's grade is based on a series of short papers. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Aut (3). Judge Easterbrook.

THE LEGAL PROFESSION. 410. This course considers the principles, rules, aspirations, traditions, and substantive law that govern how lawyers practice law. It gives students a basic introduction to the nature of what lawyers do and what is expected of them as members of the American legal profession, with particular emphasis on the importance of legal ethics in the practice of law. Students consider lawyer liability under substantive law, the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and tensions that are created by the lawyer's duties as an officer of the court and as an advocate in an adversary system. Two sections are offered, with the same basic content but slightly different focus. A focus of the autumn section will be some fundamental questions about who we are and what we stand for as lawyers. A focus of the spring section is the self-regulatory tradition of the organized bar examined in the context of the rules of professional conduct. The student's grade is based on a proctored final examination and class participation. Aut (2). Mr. Alberts. Spr (2) Mr. Luning.

LEGISLATION. 706. This course provides an introduction to the federal legislative process and to theories of statutory interpretation, with emphasis on the latter. Major subjects covered include the intellectual history of statutory interpretation in the United States; the respective roles of statutory text, canons of construction, legislative his-
tory, administrative regulations, and other interpretive sources; and quasi-statutory
topics such as implied causes of action, retroactivity, and severability. The student’s
grade is based on a final examination. Spr (3). Mr. Vermeule.

LEGISLATIVE PROCESS. 733. An understanding of legislative process and statutory
interpretation is increasingly necessary as the influence of statutory law broadens to
affect a wide range of legal issues. Solutions to many problems facing today's lawyer
involve either knowledge of how legislation develops in Congress or understanding of
how laws will be interpreted by the judicial and executive branches. Focusing on the
federal level, students examine the contemporary legislative process, including the role
of interest groups and the effect of lobbying; the use of legislative history in statutory
interpretation; and the legal issues implicated by recent legislative reform proposals.
Students explore topics such as the constitutional law and political theory of representa-
tion, campaign finance reform, ballot initiatives and referenda and term limit prop-
osals. These issues are discussed from legal, economic, and political perspectives, and
theoretical conclusions will be applied to practical examples of actual legislation.
(3). Ms Garrett. [Not offered in 2000-2001.]

THE LETTERS OF CICERO AND SENeca. 746. (=CL286, DIV RE 315, LATIN
286/386). An Oscar Wilde character observes that her diary is "simply a very young
girl’s record of her own thoughts and impressions, and consequently meant for publi-
cation." This remark states the paradox of Roman epistles, especially those of the
two great statesmen-philosophers, Cicero and Seneca. Although these letters cer-
tainly appear to state the thoughts and feelings of the correspondents, the fact that
they are intended for publication should make us look for self-conscious construct-
ing of paradigms of character and action, of friendship and political engagement.
Cicero and Seneca appear to go about this task of self-narration in very different
ways. By now we have realized that Seneca’s letters to Lucilius are philosophical
documents whose autobiographical content is suspect, but we still tend to think that
Cicero’s letters are "real letters." The course will explore the difficulties of saying
what a "real letter" is, and what roles letters of various types play in philosophical
and political reflection. Prerequisite: ability to read the material in Latin at a suffi-
ciently high level. Win (3). Ms Nussbaum.

MARRIAGE. 680. (Seminar) With the aim of making predictions and recommenda-
tions for the future, this seminar examines marriage as a state sponsored institution,
considering its history, its variants (e.g. common law marriage) and close substitutes
(e.g. domestic partnership), conceptual frameworks for analyzing it (e.g analogies
between marriage and the business corporation or partnership or relational con-
tract), past and future variants on the joining of one man and one woman (e.g.
polygamy and same-sex marriage), and the use of marriage as an ordering principle
in various areas of law. Win (3). Ms Case.

MENTAL HEALTH ADVOCACY. 670. Mental health advocacy teaches litigation
and other advocacy skills. Under the supervision of the clinical teacher, students
engage in individual and systemic litigation and legislative and other advocacy on
behalf of indigent, mentally ill clients of the Law School's Edwin F. Mandel Legal
Aid Clinic. With the permission of the clinical teacher, students may choose to focus on litigation, legislation or both.

Students engaged in litigation may interview clients and witnesses, research and draft pleadings and legal memoranda, including briefs to reviewing courts, conduct formal and informal discovery, negotiate with opposing counsel and others, conduct evidentiary hearings and trials, and present oral argument in trial and appellate courts. Students who have completed sixty percent of the credits needed for graduation may be licensed to appear; under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices.

Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings.

In addition to discrete advocacy skills, such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients, and advocacy for systemic change. Prior to the beginning of the third year, students who intend to engage in litigation are required to complete Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Prior or contemporaneous enrollment in either Legislation or Legislative Process is encouraged for students intending to engage in legislative advocacy. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged for all students.

Second-year students will ordinarily not be permitted to enroll during the Autumn Quarter. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed. Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Aut, Win, Spr (var). Ms Heyrman.

MESOPOTAMIAN LAW COLLECTIONS. 596. (AKKCUN 332, JEWSTD 297) (Seminar) This seminar examines the ancient near eastern Sumerian, Babylonian, and Assyrian law collections (all in English translations) from the third, second, and first millennia B.C., and explores questions relating to the legislative and judicial significance of these collections. The materials are placed within their political, social, and economic settings, and will be explored from the perspectives of comparative material from other ancient and modern legal systems. No knowledge of ancient languages is required for the seminar. Spr (3). Ms Roth.

MILL. 743. (=PHILOS 419, POL SCI 439). A careful study of Mill’s utilitarianism in relation to his ideas of self-realization and of liberty. We study closely at least Utilitarianism, On Liberty, the essays on Bentham and Coleridge, The Subjection of Women, and the Autobiography, trying to figure out whether Mill is a Utilitarian or an Aristotelian eudaimonist, and what view of “permanent human interests” and of the malleability of desire and preference underlies his political thought. Aut (3). Ms Nussbaum.
NATIONAL SECURITY LAW. 707. This course examines the concentration of foreign policy-making powers in the executive branch, and the domestic consequences of that concentration for the relationship of the executive branch with Congress and the federal courts, the federal government’s relationship with the states, and the people’s relationship with the government as a whole. The class is organized historically by crisis. Topics covered include: the Founding and immediate post-Founding understandings of national security powers under the Constitution; emergency powers and the fate of individual liberty during the Civil War, WWI, and WWII; disputes over the President’s power to wage war without explicit congressional authorization during the Korean, Vietnam, and Gulf Wars; security/loyalty procedures during the Cold War; covert operations and intelligence gathering; the disclosure of classified and unclassified information; attempts to seek executive accountability through the court system; international terrorism and crime abroad; and sexual orientation as a disqualification for government service. Students have the option of taking a final examination or writing a substantial paper. (3). Ms Hasday. [Not offered in 2000-2001.]

NATURAL RESOURCES LAW. 712. This course surveys the law governing natural resources in the United States, including both the basic mechanisms for privatization and public management of these resources. All valuable natural resources such as water, fish, wildlife, forests, and rangelands, start out in common ownership. Lest they be over-utilized, they must either pass from public ownership into private hands or else their consumption must be carefully regulated. Natural resource regulation in the United States has followed both paths. Some resources, such as minerals and water, are governed by well-understood mechanisms that move them into private ownership. Others, such as wildlife and the public forestlands, remain in common ownership in a regulated state. Particular attention is paid to the regulation of the vast public lands in the United States. The student’s grade is based on a proctored examination. Aut (3). Mr. Smith.

NEGOTIATION THEORY AND PRACTICE. 467. This course provides an overview of the theory and practice of negotiation. It emphasizes the development of skills in analyzing negotiation situations, inventing mutual gains, and reaching agreements, along with a review of the classic literature in the field. Students are required to negotiate agreements in a variety of substantive areas. Particular attention is directed to domestic and international multi-issue, multi-party negotiations and the role of culture in negotiation. (3). Mr. Webber. [Not offered in 2000-2001.]

NETWORK INDUSTRIES. 735. This course addresses state and federal regulation of price, quantity, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, natural gas, and telecommunications, with exposure to problems of other network industries, such as transportation, broadcasting, and electronic payments. This course emphasizes the substantive law of regulated industries, and pays scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. The student’s grade is based on a final examination. Spr (3). Mr. Picker.
NONPROFIT ORGANIZATIONS. 678. (Seminar) This seminar explores the law associated with nonprofit organizations. Such topics as fiduciary duties, conversions from nonprofit to for-profit status, tax exemptions, charitable deductions, and limits on lobbying activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the nonprofit sector. The student's grade is based on biweekly short reaction papers and a modest take-home (exam-style) paper. Enrollment is limited to 20. Win (3). Mr. Levmore.

NON-PROFIT ORGANIZATIONS: CONCEPTS AND PRACTICE. 744. (=SSA 470, BUS 855, PUBPOL 473) This course examines the rationale for and distinctive roles of nonprofit (or non-governmental) organizations in achieving social goals. The course explores why we should choose (or not choose) nonprofit organizations over other forms of organizing social production. Issues in the design and management of nonprofit organizations, with emphasis on human service organizations, are explored from both the theoretical and practical perspectives. Students must complete a course paper requiring fieldwork. Aut (3). Mr. Lynn.

OATHS AND ORDEALS IN ANCIENT LAW. 681. (Seminar) Win (3). Ms Frymer-Lensky.

For the current course description, please go to the Law School's web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

OBJECTIVITY IN LAW AND ETHICS. 635. (=POL SCI 462)(Seminar) This seminar addresses these questions: Are ethical judgments capable of being true? Are legal propositions capable of being true? Does the possibility of objectivity in law depend on the objectivity of morality? Students concentrate on the concept of objectivity, focusing on the possibility of objectivity in evaluative domains, such as law, morals, and aesthetics. The question of objectivity deals with the meaning of moral and legal judgments, whether there are any such things as moral and legal facts, and what would truth in law or ethics consist in. Does truth in ethics depend on there being such things as ethical properties in the world? Does it depend on the prospects for resolving deep disagreements about ethics amongst peoples and cultures? And how does the evaluative realm fit into our overall conception of reality? The precise definition of the question of objectivity is itself controversial among philosophers. Some philosophers take the issue of objectivity to be mainly about the possibility of knowledge; others think of it as a question about truth and meaning. The question of objectivity is as old as philosophy itself. Recently, however, there has been a considerable revival of philosophical literature on objectivity in general, and the objectivity of values in particular, and thus most of the reading material for the seminar will consist of articles published in the last two decades or so. Students read, among others, articles by Bernard Williams, Crispin Wright, Joseph Raz, Ronald Dworkin, Simon Blackburn, Peter Railton, and Thomas Nagel. Objectivity in law has also been discussed recently by Jules Coleman, Brian Leiter, and by this professor. Each session of the seminar is devoted to a discussion of one article. No particular prerequisites are required for the seminar. Students without prior background in philosophy may enroll, though some familiarity with philosophical literature might be helpful. (3). Mr. Marmor. [Not offered in 2000-2001.]
OIL AND GAS. 453. 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, unifi-
tization, and environmental controls. Taxation and post-production marketing con-
trols are not covered. (3). Mr. Helmholz. [Not offered in 2000-2001.]

PARENT, CHILD, AND THE STATE. 471. This course examines the legal rights of
parents and children, and the state's authority to define and regulate the parent-
child relationship. Among the topics discussed are children's and parent's rights of
expression and religious exercise, termination of parental rights and adoption,
paternity rights, the state's response to child abuse and neglect, the role of race in
defining the family, and the legal issues raised by the development of new repro-
ductive technologies. The student's grade is based on a proctored examination.
Spr (3). Ms Buss

PARTNERSHIP TAXATION. 756. This course examines income tax aspects of part-
nerships. Partnerships have become a widely used business structure, particularly
since the invention of limit liability companies and with the increase in the number
of start-up ventures. The course focuses on formations, distributions, income allo-
cations, borrowings, and liquidations of partnerships, with a special focus on using
the tax rules in a transactional setting. Introductory Income Tax is a prerequisite.
The student's grade is based on a final examination. Spr (3). Mr. Weisbach.

PATENTS AND TRADE SECRETS. 459. This course focuses on patent law and, to a
lesser extent, on trade secret law. Though the course is primarily concerned with legal
doctrine, it deals with how intellectual property rules promote and sometimes deter
innovation. Most of the time is devoted to U.S. law but international patent coopera-
tion efforts, as well as key differences between the U.S. and foreign patent systems,
are discussed. The student's grade is based on a final examination. Spr (3). Mr. Dam.

PHILOSOPHICAL THEORIES OF MODERNITY. 749. (=PHILOS 419, POLSCI 360).
This course focuses on critical theories of modern and Enlightenment thought. We dis-
cuss the extent to which formal or instrumental ideas of rationality are characteristic of
modern thought, the supposed differences between ancient and modern moral thinking,
the nature of secularization, the notion of a "dialectic of Enlightenment", and the mean-
ings of "postmodernism". Readings from Schiller, Nietzsche, Weber, Heidegger, Adorno,
Horkheimer, Blumenberg, Lyotard, and Taylor. Win (3) Mr. Larmore.

POLITICAL ECONOMICS OF THE REGULATION OF FINANCIAL INSTITU-
TIONS. 903. (Seminar)
Win (3). Mr. Kroszner.
For the current course description, please go to the Law School's web site
(www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.
POLITICAL THEORY OF THE ADMINISTRATIVE STATE. 688. (Seminar) This seminar helps students understand the political and theoretical design behind the legal architecture of the administrative state. Would-be ad law jocks, politicians, and public law academics may find it particularly interesting. The first third of the seminar presents both sides of the most important theoretical dispute in American politics since the Civil War, the assault by politicians and intellectuals associated with the Progressive movement on the American Founding. The rest of the course explores how this theoretical dispute shapes and drives constitutional debates about issues like federalism, separation of powers, property rights, and the meaning of constitutionalism and the rule of law. There are 50-75 pages of reading per week. The student’s grade is based on class participation (33%) and a 15- to 25 page paper (67%). Administrative Law or Constitutional Law I is good background. Enrollment is limited to 22 students. Spr (3). Mr. Claeys

POLITICS OF WELFARE. 552. (=PUBPOL 558) (Seminar) This seminar explores the evolution of welfare policy in the U.S. with particular attention to theoretical explanations for the dynamics that motivate policy change. Alternative approaches to understanding the political, economic, institutional and social dynamics that influence poverty policy and the implications of these dynamics for welfare policy in the current period will be considered. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spr (3) Ms Brodkin.

POLICY ANALYSIS: THE EVALUATION OF SOCIAL WELFARE PROGRAMS AND POLICIES. 741. (=SSA 464). This course introduces students to a variety of approaches used to evaluate social service programs. At the beginning of the quarter, students examine the growing demands for accountability that social service programs face from forces such as managed care, current federal fiscal policies and public skepticism that social program have been effective. Students learn how evaluation techniques can help program managers respond to these pressures, given that appropriate measures have been taken to collect and analyze data in order to inform decision-making. These techniques include: assessing a program's evaluability, designing meaningful goals and objectives, choosing an evaluation approach and developing process and outcome measures. Students also explore practical issues that arise while implementing an evaluation, designing and/or using management information systems and using evaluation results. Through course materials, students come to understand the necessity of grounding evaluation approaches within a theoretical and organizational context. Spr (3). Ms Marsh

POVERTY AND HOUSING LAW CLINIC. 905. (Seminar) This clinic exposes students to the practice of poverty law by giving them an opportunity to work under the supervision of an attorney on housing related cases and issues at the Legal Assistance Foundation of Chicago, which provides free legal services to indigent clients in civil matters. LAFC has neighborhood offices on Chicago’s South Side, West Side, and Northwest Side, in the Loop and in Evanston and Harvey. Students work no less than 12 hours per week at one of these offices or in LAFC’s Housing Law Project or Foreclosure Prevention Project (both of which are located in downtown Chicago).
Students may be asked to appear with tenants at administrative grievance hearings, represent defendants in eviction or foreclosure actions, file suit against landlords who engage in lock-outs or refuse to make necessary repairs, participate in ongoing federal litigation, advocate on behalf of tenant organizations, comment on proposed federal regulations, and/or help preserve affordable housing. All students are expected to interview clients, prepare written discovery, and draft motions. Students with 711 licenses may be asked to appear in court at status hearings, conduct depositions, argue contested motions, negotiate with opposing counsel, and participate in trials.

In addition to working at LAFC, students must attend a weekly two-hour seminar, at which they will learn about local, state and federal laws governing the landlord-tenant relationship, eviction actions, foreclosures, public housing, the Section 8 project-based and tenant-based assistance programs, housing discrimination, and the affordable housing crisis. Enrollment is limited to 8 students. The clinic is run by LAFC attorneys, Richard Wheelock (supervisory attorney, Housing Law Project), and Lawrence Wood, (senior staff attorney, Housing Law Project). The student's grade is based on student's participation in weekly seminars and fulfillment of responsibilities at LAFC. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Aut (var), Win (var). Mr. Wheelock. Mr. Wood.

**PRETRIAL ADVOCACY. 674.** (Seminar) This seminar focuses on fundamental pretrial litigation strategies and skills, including, inter alia, creation and evaluation of legal and factual theories, pleading and motion practice, interviewing clients and witnesses, discovery planning, depositions and pretrial preparation. The seminar employs a variety of learning methodologies, including lectures, small group discussions, simulated exercises, and videotaped performances by students. Evidence is a prerequisite. Students taking Pretrial Advocacy are not eligible to enroll in Major Civil Litigation. The student's grade is based on class participation. Spr (2). Mr. Bowman, Ms Conyers, Mr. Heyrman, Mr. Schmidt, Ms Snyder, Mr. Stone, Mr. Futterman.

**PRICE THEORY. 436.** (=ECON 301) The focus of this course is on the theory of consumer choice, including household production, indirect utility, and hedonic indices; supply under competitive and monopolistic conditions; static and dynamic cost curves, including learning by doing and temporary changes; uncertainty applied to consumer and producer choices; and market equilibrium and its stability. Aut (3). Mr. G. Becker, Mr. Murphy.

**PRINCIPLES AND APPLICATIONS OF HEALTH CARE LAW. 656.** (Seminar) This seminar, intended for upperclass students, explores not only a variety of topics within health care law but pragmatic approaches to solving issues raised in those areas, such as, by way of example, medical ethics, liability, the business of practicing medicine in today's health care delivery system, and technology. Seminar requirements include various readings, short papers, and attendance. The seminar may conclude with class members participation in a "Miller's Court." The student's grade is based on two short papers (5+ typed pages) and one long paper (10 pages). Enrollment is limited to 20. Win (3). Ms Rothschild, Mr. Zaremski.
PRINCIPLES OF SOCIAL WELFARE POLICY. 761. (=PUBPOL 342) This course covers historical and theoretical readings relevant to the development and implementation of welfare state policies. It addresses questions such as: why do governments develop social welfare policies? What should be the goal of welfare policies? What can such policies realistically accomplish? The course combines lectures with class discussions. Win (3). Ms Mayer.

PROBLEMS IN SUPREME COURT HISTORY. 572. (Seminar) This seminar focuses on the Court from a behavioral perspective and utilizes archival collections available at the Manuscript Division of the Library of Congress and various university repositories. Law school studies of the work of the Supreme Court of the United States focus too much on doctrinal analysis and constitutional theory. Students formulate a feasible research project with the aid of the instructor, arrange to examine the relevant archives, and produce a substantial research document. This seminar may be taken for the fulfillment of the Substantial Writing Requirement. (3). Mr. Hutchinson. [Not offered in 2000-2001.]

PROBLEMS OF INTERNATIONAL LAW: ETHNIC AND REGIONAL CONFLICTS. 576. (Seminar) The seminar addresses juridical aspects of the management of ethnic and regional conflicts. It grapples with the circumstances that warrant intervention by the United States to provide humanitarian assistance and to protect peoples subjected to genocidal attacks. It considers issues involving the use of force as well as credible collective enforcement strategies. Enrollment is limited and is based on the submission of a statement of interest. The student's grade is based on a substantial paper. (3). Mr. Gottlieb. [Not offered in 2000-2001.]

PUBLIC CHOICE. 690. (Seminar) This seminar focuses on the relationship between modern perspectives on voting and interest groups, on the one hand, and legislation and judicial interventions on the other. The problems associated with collective decision-making illuminate interactions between legislatures and judges; democracy's attempt to solve certain problems; and the roles played by a variety of legal doctrines and constitutional institutions (from takings law and standing, to line-item vetoes and term limits and balanced budget amendments). In short, students arm themselves with the literature on interest groups and democratic decision-making in order to explore a wide variety of social problems and legal rules. Students prepare a series of biweekly "reaction" papers and then a modest take-home (exam-style) paper. With special permission, this course may be taken for fulfillment of the Substantial Writing Requirement. Spr (3). Mr. Levmore.

PUBLIC INTERNATIONAL LAW. 729. This course is an introduction to public international law. Students examine several topics, including the institutions of international law (such as the United Nations and the International Court of Justice), the sources of international law (especially treaties and custom), the special process of legal reasoning that characterizes international law, the relationship between international law and politics, the relationship between international and domestic law, and substantive international law issues such as state responsibility for breaches, human rights, jurisdiction and immunities, and the use of force. The course discusses the legal
aspects of current international disputes, such as the legal issues implicated by the situation in Kosovo. Students who have completed or are enrolled in Elements of World Law (727) are ineligible to enroll in this course. Spr (3). Mr. Goldsmith.

PUBLIC LAND AND RESOURCES LAW. 445. This course introduces the law governing public lands in the United States, including the preservation and the exploitation of the natural resources on those lands. The course deals with the administrative structures and the legal doctrines that have been developed to control use of the public lands, and it takes up selected subjects to illustrate how the system works. Among possible subjects for inclusion are: the national parks, timber policy, grazing rights, mining law, the protection of wildlife, and wilderness preservation. (3). Mr. Helmholz. [Not offered in 2000-2001.]

RACE AND CRIMINAL JUSTICE. 691. (Seminar) This seminar examines the intersection of race, class, and criminal justice in the United States exploring many of the following topics: racial profiling in law enforcement, community policing, police accountability, prosecutorial discretion and misconduct, availability and quality of defense counsel, jury selection, juvenile justice, drug law policies, mandatory minimum sentencing, voting disenfranchisement, and the death penalty. (3). Mr. Schulhofer, Mr. R. Stone. [Not offered in 2000-2001.]

READINGS IN LEGAL THOUGHT. 570. (Seminar) Students in this seminar read a selection of important works in the development of Anglo-American legal thought from the eighteenth century to the present. In the past, authors have included Blackstone, Bentham, Mill, Holmes, Llewellyn, Frank, Bickel, Calabresi, Posner, MacKinnon, and members of the Critical Legal Studies movement. Students submit three comments or questions on each reading prior to its being discussed in class. This course may be taken for fulfillment of the Substantive Writing Requirement. The student's grade is based on those submissions and on class participation. Enrollment is limited to 14 students. (3). Judge Ginsburg. [Not offered in 2000-2001.]

REGULATION OF SEXUALITY. 722. This course focuses on the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas, including marriage laws, custody rules, sodomy laws, and constitutional rights such as free speech, equal protection, and substantive due process. Readings include cases and articles from the legal literature together with work by scholars in other fields on current questions of identity and other theoretical issues. Win (3). Ms Case.

REGULATION: WHAT WORKS AND WHAT DOESN'T. 542. (Seminar) This seminar explores a variety of efforts by government to regulate private conduct in order to solve social problems. The principal focus is on social regulation, including such areas as occupational safety and health, communications, safety and health generally, the environment, and discrimination on the basis of race and sex. One of the most sharply disputed subjects in the area of law and government has to do with the likelihood that government regulation will actually serve its intended purposes. Principal attention is given to three topics (1) What sorts of arguments justify government intervention in these areas? What sort of presumption should be
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given to "private" ordering?; (2) Under what circumstances have regulatory programs actually served their intended purposes?; and (3) Is it possible to draw some general conclusions about the relationship between institutional design and successful regulation? The seminar is highly interdisciplinary, drawing on political theory, law, economics, and empirical work. The ultimate goal is to provide a set of guidelines by which to assess those problems of social regulation that are most likely to arise in the next generation. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3) Mr. Sunstein. [Not offered in 2000-2001.]

RELIGION AND THE FIRST AMENDMENT. 679. (Seminar) This seminar studies the relationship between church and state, as ordered by the Establishment and Free Exercise Clauses of the First Amendment. The seminar first examines why the nation protects religious liberty, then how it protects religious liberty. The seminar includes some historical materials, but principally focuses on modern Supreme Court doctrine, including selected topics of interest such as aid to parochial schools, accommodation of religion, the scope of government authority over religious activity, and religion in democratic and political life. Win (3). Mr. Johnson.

REMEDIES. 414. Most law school courses focus on the standards of liability in some specific substantive area of law—for example, what counts as a tort or a constitutional violation. This course is the opposite along both of these dimensions. For one thing, it focuses not on the standards of liability but on the remedial consequences once liability is established; that is, on what courts will do in response to violations of various legal standards. For another, the course explores remedial goals and mechanisms that cut across a number of different substantive areas of law, civil, criminal, and constitutional. A random sample of topics covered might include the law and economics of contract remedies, school desegregation, just compensation for takings, affirmative action, and the selective enforcement of criminal prohibitions. Along the way, the course covers the nuts and bolts of the most common legal and equitable remedies, such as damages, injunctions, declaratory judgments, and restitution. The student's grade is based on a final examination. Aut (3) Mr. Levinson.

RESEARCH IN ENGLISH LEGAL HISTORY. 549. (Seminar) The seminar provides the opportunity for intensive research and writing in the legal history of England. Enrollment is small, research is supervised, and students are encouraged to produce several drafts. The object is to produce work of publishable quality. The first meeting deals with bibliographic questions and discussion of selected topics designed to give students a general familiarity with the sources. The questions suitable for investigation include changes in the jury system, relations between the common law and its rivals, comparison of English and Continental law, development and scope of various rules of evidence, the development of the right to defense counsel and other safeguards in the criminal process, and how a legal system confronts demands for legal change. Prerequisite: Law 476, Development of Legal Institutions, or the permission of the instructor. Writing is likely to extend over the Winter and Spring Quarters. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3) Mr. Helmholz. [Not offered in 2000-2001.]
RIGHTS IN EUROPE. 625. (Seminar) (=INTREL 625) This seminar consists of two parts. Part one covers the structure and selected jurisprudence of the European Human Rights system, including the provisions of the European Convention on Human Rights and Fundamental Freedoms and the case law of the European Commission and Court of Human Rights. Part two covers the emerging relationship between human rights and the European Union, and considers the EU’s treatment of citizenship, migration, and discrimination issues. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper (75%) and class participation (25%). Win (3). Ms Bhabha.

ROMAN LAW. 593. (Seminar) The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. An outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. Enrollment is limited to twenty students. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spr (3). Mr. Epstein.

SECURED TRANSACTIONS. 422. This course deals with the many legal issues that come into play when there collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy. The student’s grade is based on a proctored final examination. Spr (3). Mr. Triantis.

SELECTED TOPICS IN CHILD DEVELOPMENT AND THE LAW. 548. (=PSY 349, SSA 537) (Seminar) This seminar considers what role the work of developmental psychologists should play in shaping the rights afforded to children, including their right to legal representation. To a large extent, the law governing children’s rights has developed without regard to children’s cognitive, emotional, and social development. Enrollment is limited to twenty students and a substantial paper is required. (3) Ms Buss. [Not offered in 2000-2001.]

SELECTED TOPICS IN COMMERCIAL LAW. 682. (Seminar) The focus of this seminar is on issues covering the history, practice and conceptual foundations of commercial law and finance. This seminar may be taken for fulfillment of the Substantial Writing requirement. The student’s grade is based on a final examination with the option of submitting a substantial paper in lieu of the examination. Win (3) Mr. Baird.

SELECTED TOPICS IN INTERNATIONAL ARBITRATION AND LITIGATION. 696. (Seminar) This seminar gives students a basic foundation in the mechanics of international commercial arbitration, and an understanding of the tactical choices that frequently confront international arbitration practitioners. With the emergence of the global economy, and the explosive growth of cross-border transactions and multina-
tional joint ventures, international arbitration has become the leading mechanism for resolution of international commercial disputes. With parties increasingly unwilling to accept the risks of litigation in the local courts of their foreign business partners, international arbitration agreements are now a mainstay of cross-border commercial transactions. Topics include the crafting of effective international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-style arbitration and institutional arbitration (ICC, AAA, etc.), the rules of procedure that govern international arbitration, the difficult procedural issues that commonly arise in international arbitration (such as the availability and extent of discovery, the consolidation of parties and claims, etc.), the effective presentation of evidence, and the resolution of disputes under the laws of multiple jurisdictions. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based upon the quality of preparation for and participation in the Seminar, as well as the quality of a required research paper. Win (3) Mr. Rubinstein.

SEPARATION OF CHURCH AND STATE. 645. (Seminar) This seminar is an historical study of the concept of separation of church and state, especially in America from the mid-seventeenth to mid-twentieth centuries. In the preponderance of largely neglected primary sources, this seminar explores fresh approaches to the history of separation of church and state. Topics include Roger Williams, anti-clericalism, establishment and anti-establishment arguments, Jefferson and his allies, anti-Catholicism and nativism (including riots and church burnings), theological liberalism, and Southern Baptists and the Ku Klux Klan. Research paper required. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3). Mr. Hamburger. [Not offered in 2000-2001.]

SEX DISCRIMINATION. 731. This course examines sex discrimination and the legal prohibitions on its practice, with particular emphasis on the nineteenth-century woman's rights movement, the modern women's movement, and the ways in which the law has responded, or failed to respond, to their claims. Topics covered include: women's legal status before and after the rise of organized feminism in the nineteenth century; the rise of the modern women's movement and the emergence of heightened constitutional scrutiny for sex-based distinctions; the question of when, if ever, sex-based differences authorize differential treatment; the constitutional status of facially neutral laws that have a disproportionate impact on women; and statutory protection against sex-based discrimination. Students have the option of taking an exam or writing a substantial paper. Win (3). Ms Hasday.

SEX EQUALITY. 488. This course in practical jurisprudence inquires into the relationship between sex inequality in society and sex equality under law. The dominant paradigm of legal equality in terms of sameness and difference is examined and an alternative of dominance and subordination is considered. Concrete issues including comparable worth, sexual harassment, rape, abortion, prostitution, family, pornography, and gay and lesbian rights are examined in sex equality terms. Questions such as the legitimacy of the "intent" requirement in Constitutional cases and the fairness of the burden of proof under Title VII are also considered. Race and class are considered throughout. The course canvasses, examines, criticizes, and aims to expand the law of sex discrimination toward meaningful civil equality for women. The student's grade is based on a final examination and class participation. Spr (3). Ms MacKinnon.
SEXUAL HARASSMENT. 585. (Seminar) This seminar provides an in-depth examination of critical issues in this quickly developing area of sex discrimination law in employment and education. Topics include what makes harassment gender-based, unwelcomeness, standards for hostile environment, institutional accountability (employer and educational), racial harassment comparisons, and same-sex harassment. Emphasis is on theoretical analysis, doctrinal development, practical applications, and social change. Prerequisite: Sex Equality (previously or contemporaneous). (3) Ms MacKinnon. [Not offered in 2000-2001]

SOCIAL SCIENCE RESEARCH AND LAW. 595. (Seminar) This seminar examines social science research on law-related, and it considers what influence this research has had on legal decision-makers. Among the topics that the seminar may consider are pornography, violence in the media, the reliability of eyewitness identification, jury selection, jury size, the comprehensibility of jury instructions, the administration of the death penalty, the death penalty’s possible deterrent effect, the success or failure of programs for rehabilitating criminals, the effects of segregated schools and of efforts to remedy segregation, the harms and benefits of single-sex schools, and predictions of dangerousness. No prior training in statistical methodology or in the social sciences is expected. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3) Mr. Alschuler. [Not offered in 2000-2001.]

SPECIAL TOPICS IN ENTREPRENEURSHIP: SEMINAR IN DEVELOPING A BUSINESS PLAN. 698. (=BUS 585). (Seminar) This seminar allows students to develop an idea into a business plan. Students work largely on their own to develop their business plans. The seminar meets to discuss plans and to discuss challenges students face. Meetings provide guidance/discussions on researching the potential market, putting together a team, getting financing, etc. The class meetings include presentations by (1) a lawyer on the legal considerations of a new venture; and (2) an investor on investment considerations in a new venture. One Law School student is matched with each team based on mutual interest (unless the Law School student is already on a team that has advanced). Pre-assignment: Students come to the first class ready to present the executive summary of their plans. The student’s grade is based 70% on the quality of the work that goes into the business plan and 30% on class participation. Prerequisites: Advancement to the second round of the New Venture Challenge or consent of the instructor. Students should contact the instructor before the seminar begins. The number of Law School students will be limited to the number of teams that advance to the second round. Spr (3). Mr. Kaplan.

SPORTS LAW. 639. (Seminar) This seminar focuses on current issues in sports law including eligibility rules, ownership structure, antitrust, labor, publicity rights, governance of the game, and the role of criminal and tort law for on-field actions. This seminar will also examine some of the statutes that govern sports in the U.S. such as the Ted Stevens Olympic and Amateur sports act. The student’s grade is based on a series of short papers. Win (3) Mr. Collins.
STATE AND LOCAL FINANCE. 622. (Seminar) This seminar examines the implications of choosing between the various revenue sources available to states and localities. Students are asked to consider questions of "interjurisdictional equity," "intergenerational equity," and "vertical equity" in the context of topics such as public school finance, the use of municipal bonds, tax competition, and tax cooperation. The student's grade is based on a series of short papers and class participation. Win (3). Ms Roin.

STATE AND LOCAL GOVERNMENT LAW. 745. This course examines the law regarding provision of public goods and services at the state and local level. It explores the way in which local government law addresses the issues of what services a local government should provide, which residents should receive those services, who should pay for the services provided, and who should provide the answers to the previous questions. It explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships. The student’s grade is based on a proctored final examination. Aut (3). Ms Roin.

STRUCTURING VENTURE CAPITAL AND ENTREPRENEURIAL TRANSACTIONS. 714. This course covers the tax and legal principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) a new business start up, (2) a growth equity investment in an existing business enterprise, (3) a leveraged buyout of a private or a public company (including a going-private transaction), (4) use of a flow-through tax entity such as an S corporation, a partnership, or an LLC, for a variety of venture capital or private equity financed transactions, (5) a restructuring of an existing enterprise to provide better incentives to key executives, (6) devising an equity-based executive compensation program, (7) a restructuring or workout (in or out of bankruptcy) for the troubled over-leveraged enterprise, (8) devising an exit scenario for the successful venture capital financed enterprise (such as an IPO, SEC rule 144 sales, or a sale of the company), (9) utilizing an NOL in a venture capital or LBO deal, and (10) forming a new venture capital, LBO, or private equity fund. Substantive subjects covered include federal income tax, securities regulation, corporate law, partnership law, LLC law, bankruptcy law, fraudulent conveyance law, and other legal doctrines and accounting rules relevant to entrepreneurial transactions (including use of common and preferred stocks, convertible debentures and convertible preferred, warrants, and options). The course reviews these tax, legal, and accounting principals in a transactional context and also considers their policy underpinnings and likely future evolution. There are no specific prerequisites because the appendix to the course book plus assigned supplementary readings contain adequate precedents for an understanding of the material covered by the course. However, Taxation of Individual Income is strongly recommended and Taxation of Business Enterprise I is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting are helpful. The student’s grade is based on a final examination. Spr (3). Mr. Levin, Mr. Rocap.
TAX POLICY AND PUBLIC FINANCE. 661. (Seminar) This seminar introduces tax policy and issues arising in the financing of public projects. The seminar is for students who want to pursue serious written work in tax policy and is a supplement to Introductory Income Tax for students who are interested in a deeper examination of the policy issues raised in that course. It may be taken concurrently with Introductory Income Tax. The seminar focuses on the distributional and efficiency effects of various forms of taxation, with special attention to the current income and wealth tax systems. Topics include the measurement of deadweight loss and tax burdens, optimal commodity taxation, progressivity, the difference between income and consumption taxation, and the optimal supply of public goods. Aut (3). Mr. Weisbach.

TAXATION OF CORPORATIONS I. 758. 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. Introductory Income Tax is a prerequisite. The student's grade is based on a final examination. Win (3). Mr. Weisbach.

TAXATION OF CORPORATION II. 759. This course surveys the taxation of reorganizations and other adjustments involving continuing businesses: mergers, asset and stock acquisitions and other similar shifts of ownership and control, recapitalizations, and divisions. Points of focus are the recognition of gain and loss and the survival and allocation of tax attributes (basis, earnings, and loss carryovers) in these transactions. Spr (3). Mr. Isenbergh.

TAXATION OF DERIVATIVES. 643. (Seminar) This seminar examines the taxation of derivatives and other financial instruments from both a technical and policy perspective, focusing on the challenges and responses of the tax system to new instruments. Derivatives present a serious challenge to the tax system, creating uncertainty, avoidance opportunities and, often, over-taxation. Introductory Taxation is a prerequisite. Students who have taken Taxation of Financial Instruments (709) are ineligible to enroll in this seminar. (3). Mr. Weisbach. [Not Offered in 2000-2001.]

TAXATION OF FINANCIAL INSTRUMENTS. 709. This course incorporates both technical and policy perspectives when exploring the rules for the taxation of transactions involving financial instruments. It is not just the world of finances that has been transformed by the explosion of financial product offerings; the tax system has been shaken to its core. This course looks at a selection of traditional and non-traditional products to see the challenges they present, how the IRS/Treasury has tried to meet them, and where the solutions fall short. Students learn how to use a spreadsheet program as part of the course. (3). Ms Roin. [Not offered in 2000-2001.]

TELECOMMUNICATIONS LAW. 704. This course examines the basic legal framework for the regulation of radio, broadcast television, cable, telephone, and, where appropriate, the Internet. After learning the basics, students focus on some specific problem areas, including the regulation of indecent speech; compelled access in its various forms; and the FCC's recent auctions of spectrum space. The student's grade is based on a proctored final examination. Aut (3). Mr. Lichtman.
THEORETICAL FOUNDATIONS OF THE REGULATORY STATE. 571. (Seminar) This seminar focuses on these questions in the context of an inquiry into the notions of democracy, freedom, and welfare that underlie the modern state: Why does American government do what it does? What should it do instead? The seminar places particular emphasis on the law governing the environment, occupational safety and health, and consumer product safety. Though much of the discussion is theoretical, attention is given to practical questions of reform. (3). Mr. Sunstein. [Not offered in 2000-2001.]

THEORIES OF INTERNATIONAL JURISDICTION. 589. (Seminar) Although it has become commonplace to recognize that the reach of national regulation often cannot stop at the physical borders of the modern State, it is far more difficult to define the acceptable scope of jurisdiction over activities outside the State that affect activities or persons within it. Theories relying on effects within the regulating State, while becoming more accepted in the international community at large, continue to give rise to significant diplomatic frictions, and the same is true of nationality-based theories. In this seminar, students examine both the existing U.S. jurisprudence on the subject, with particular emphasis on economic regulation, as well as perspectives from other countries. This seminar may be taken for fulfillment of the Substantial Writing Requirement. A substantial paper will be required. (3). Judge Wood. [Not offered in 2000-2001.]

THEORIES OF PROPERTY. 662. (Seminar) This seminar is devoted to a close examination of some theoretical issues regarding the nature and justification of property. Topics covered include the concept of property, the distinction between property rights and contract rights, the nature of remedies for protecting property rights, the emergence and evolution of property regimes, and the place of property in a just society. Students are required to prepare several one-to-two page position papers on individual topics and a research paper on a topic of their own choosing. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student's grade is based on a substantial paper (60%), class participation (20%) and a series of short papers (20%). Aut (3) Mr. Smith.

TOPICS IN ADVANCED LAW AND ECONOMICS. 554. (Seminar) This seminar addresses a miscellany of issues drawn from recent literature in law and economics, including topics involving insurance law, contracts, the economics of litigation, and international trade. It is primarily for students who have taken Price Theory (Economics 301/Law 436) or the equivalent. Students should feel comfortable reading the technical literature (employing basic tools of econometrics, multivariate calculus, and game theory). (3). Mr. Sykes. [Not offered in 2000-2001.]

TOPICS IN LEGISLATION AND LEGISLATIVE PROCESS. 663 (Seminar) This seminar explores various topics in the modern federal legislative process, including regulation of political parties, theories of representation, the federal budget process, the filibuster and other procedural rules, term limits for lawmakers, congressional oversight, campaign finance reform, direct democracy, the regulation of lobbying, and the effect of technology on democratic institutions. Students are expected to complete a substantial paper and, to participate actively in class discussions. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 20 students. Aut (3) Ms Garrett.
TRADEMARKS AND UNFAIR COMPETITION. 457. This focus of this course is on federal and state laws designed to protect trademarks and to protect against unfair competition, including misappropriation, and false and deceptive advertising. The course examines FTC regulation of advertising and state laws protecting rights to publicity. Aut (3). Mr. Landes.

TRIAL ADVOCACY: COMMERCIAL AND WHITE COLLAR CRIMINAL PRACTICE. 907. This two-quarter seminar is a study of advocacy in commercial and white-collar criminal trials; this intensive course teaches trial preparation, strategy and technique. Students analyze and work with materials from actual investigations and trials. A combination of teaching methods is employed by Winston & Strawn, litigation partners, including lectures, demonstrations and student simulations of pretrial negotiations, motion practice, opening statements, direct and cross examinations and closing arguments in a commercial trial. In the white collar criminal context, the course addresses grand jury representation, investigation, pre-trial motion practice, trial strategy, witness exercises and the application of the United States Sentencing Guidelines. Students should have taken Evidence or be taking Evidence concurrently. Students who have taken Intensive Trial Practice Workshop or Trial Advocacy: Problems in Complex Trial Litigation are not eligible to enroll in this seminar. Enrollment is limited to 24 students and interested students are requested to provide a statement of interest. The student’s grade is based on a substantial paper (40%) and on class participation (60%). Win (2), Spr (2). Mr. Desideri, Mr. Lombardi, Mr. Tarun and Mr. Webb.

TRIAL ADVOCACY: PROBLEMS IN COMPLEX TRIAL LITIGATION. 664. (Seminar) The seminar will extend over two quarters. Students who have taken Trial Advocacy: Commercial and White Collar Criminal Trial Practice or Intensive Trial Practice Workshop are not eligible to enroll in this seminar. Win (2), Spr (2). Mr. Bernick. For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

TRIAL ADVOCACY AND THE USE OF TECHNOLOGY IN THE COURTROOM. 904. (Seminar) This intensive seminar teaches trial preparation and courtroom presentation with a focus on the use of technology. It combines faculty lecture and demonstrations with individual on-your-feet exercises. Topics include “storytelling through visuals,” “the use of technology in the courtroom,” and “evidentiary issues raised in the electronic world.” The seminar involves analysis and discussion of procedural and substantive legal principles as presented through concrete courtroom examples. Students in seminar should have taken Evidence previously or take it concurrently. Some of the class exercises and presentations take place in Chicago’s historic Courthouse Place. The student’s grade is based on the student’s analysis and presentations. Enrollment is limited to 20 students. Aut (3) Mr. Gail and Mr. Hall.

TRUSTS AND ESTATES. 452. This course examines various means of family wealth transmission: inter vivos transfers, trusts, wills, and the operation of intestacy statutes. The course focuses on both pragmatic and policy issues. The student’s grade is based on a proctored final examination. Spr (3). Mr. Hamburger.
U.S. Legal History I. 753. (=HIST 283)
U.S. Legal History II. 755. (=HIST 284)
This two-quarter sequence of courses explores the role of law in history, and of history in law, through a survey of American legal developments from the colonial era to the present. It treats the law not as an autonomous process or science, but as a social phenomenon inextricably intertwined with other historical forces. Through lectures and discussions, this course examines the impact of law on significant events and institutions in American history while tracing historical changes within the law itself. Attention is paid to developments in private law, public law, jurisprudence, the judiciary, and the interrelationships of law, society, economy, and polity. Students may register for only one of the two quarters. Win (3), Spr (3). Mr. Novak.

UNITED STATES AND THE WORLD ECONOMY. 702. This course addresses policies that the U.S. government has pursued and should pursue with regard to the international economy. The seminar confronts contemporary issues concerning international trade, investment, exchange rates, finance, technology, immigration, and economic development. Emphasis is on the policies adopted, both what they are and what they should be, and especially why there is a difference. Consideration is given to the role of interest groups, lobbying, campaign contributions, and, in general, "how Washington works." The course is designed to supplement, rather than substitute for, substantive law courses in the various subject areas covered. The student's grade is based on a final examination. Aut (3). Mr. Dam.

THE U.S. SUPREME COURT. 503. (Seminar) This seminar involves the study of eight selected cases currently on the docket of the Supreme Court of the United States. The members of the seminar, after considering the briefs filed with the Supreme Court by the actual parties to the cases, present oral arguments and discuss the cases, and draft judicial opinions. Each student is responsible for writing at least two opinions concerning the cases that they did not argue. Enrollment is limited, and attendance is required. Grading is based on a substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (3). Mr. Rubinstein. [Not Offered in 2000-2001]

VOTING RIGHTS AND THE DEMOCRATIC PROCESS. 420. This course examines the history of voting rights law in the United States, as well as the broader issues surrounding various systems of representative democracy: How should the courts balance the demands of majority rule with the desire to protect minority voices? Does the Voting Rights Act, as amended, promote minority voices, or simply segregate them from the larger political discourse? Are there alternative models, such as cumulative voting, that would better serve majority and minority alike? Do systems of more "direct democracy"—such as ballot initiatives and referenda—empower voters or undermine a more thoughtful deliberative process? And does voting even matter in a complex, modern society where campaigns are dominated by money and issues are framed by lobbyists? The student's grade is based on a substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Win (3). Mr. Obama.
WOMEN'S HUMAN RIGHTS. 689. (Seminar) This course may be taken for fulfillment of the Substantial Writing Requirement. Grading will be based on a substantial paper and class participation. Spr (3). Ms MacKinnon.
For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

WOMEN'S LEGAL HISTORY. 640. (Seminar) This seminar considers the historical relationship between women and the law in the United States. Most of the emphasis will be on the nineteenth century, the period in which an organized woman’s movement first challenged the legal subordination of women at common law. Topics covered include the status of free women at common law, marriage and motherhood under the law of slavery, the rise of the first feminist movement, the relationship between nineteenth-century feminism and civil rights efforts on behalf of African-Americans, rape and marital rape, seduction and prostitution, abortion, domestic violence, welfare, women in the marketplace, the legal status of women’s labor in the home, and the historical and legal relationship between gender and sexual orientation. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Aut (3). Ms Haslay.

WORKSHOP: CONSTITUTIONAL LAW. 636. (Seminar) This workshop exposes students to recent academic work in constitutional law and the theory of constitutional interpretation. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Grading is based on a substantial paper. Enrollment is limited. Aut (1), Win (1), Spr (1). Mr. Strauss, Mr. Vermeule.

WORKSHOP: HEALTH LAW. 665. (=PubPol xxx) (Seminar) Aut (1), Win (1), Spr (1). Mr. Sykes. For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

WORKSHOP: INTERNATIONAL LAW. 634. (Seminar) This workshop examines selected problems in international law, including public and private international law, international trade, and international relations. There are nine workshop sessions throughout the year in which members of the faculty of other institutions present academic works-in-progress. Students are required to write short essays with critical comments and questions about each workshop paper. They are also expected to participate fully in the workshop sessions. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Students enrolled in the workshop receive three credits at the end of the Spring Quarter. Aut (1), Win (1), Spr (1). Mr. Goldsmith, Mr. Sykes.

WORKSHOP: LAW AND ECONOMICS. 560. (Seminar) This workshop 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 students and by members of the
The faculty of the University of Chicago and of other institutions. The workshop meets every other week throughout the academic year. Students enrolled in the workshop receive five credits at the end of the Spring Quarter. Grading is based on the completion of a substantial paper that satisfies the Substantial Writing Requirement. Aut (2), Win (2), Spr (1). Mr. Landes, Mr. Picker.

**WORKSHOP: LAW AND PHILOSOPHY. 615. (=PHILOS 512) (Seminar)** This workshop, which represents a fusion of the faculty law-philosophy group and the existing legal theory workshop, meets throughout the year, on alternate Mondays, for a total of sixteen meetings, mainly in the autumn and winter quarters. There is a theme running throughout the year, which is pursued through both philosophical and legal readings, with a range of visiting speakers and some sessions directed by local faculty. The theme in 2000-01 is global justice. Students pursue legal and philosophical readings on the topic, both historical and recent, and examine the significance of philosophical work on the topic for issues in constitutional law, criminal law, and other areas. Sessions are led by the following people: Autumn: Randall Kennedy (Harvard), John Deigh (Northwestern), Richard Mohr (Illinois-Urbana), Charles Fried (Harvard), Catharine MacKinnon (Chicago and Michigan), Joshua Cohen (MIT). Winter: Richard Posner (Chicago), Candace Vogler (Chicago), Jonathan Lear (Chicago), Tom Grey (Stanford), Martha Nussbaum (Chicago). Spring: Andy Koppelman (Northwestern), Reva Siegel (Yale), Michael Warner (Rutgers), Ed Baker (Penn, visiting at Chicago), Anita Allen (Penn). Students write short responses to each presentation, and a longer seminar paper. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to law students and philosophy Ph.D. students, and numbers are limited. Law students who wish to enroll should contact David Strauss, and philosophy students should contact Martha Nussbaum, by October 1. Aut (1), Win (1), Spr (1). Mr. Marmor, Ms. Nussbaum and Mr. Strauss.

**THE WORLD TRADE ORGANIZATION. 901. (Seminar)**
Spr (3). Mr. Sylvester.
For the current course description, please go to the Law School’s web site (www.law.uchicago.edu), or contact the Office of the Registrar of the Law School.

**COURSES IN OTHER DEPARTMENTS**

Students may take up to twelve course hours of work for Law School credit in other departments and schools of the University. See the section on Requirements and Grading for the rules governing this option. The following list is a sample of the non-law school courses that may be taken for credit:

**In Political Science:** The Risks of International Agreements; Organizational Decision-Making; Political Economics for Postmoderns; Introduction to International Relations; Formal Analysis; Political Philosophy: Plato; Introduction to Rational Choice Theory. **In Economics:** Price Theory III; Mathematics for Economists I and II; Topics in Game Theory. **In History:** Seventeenth-Century America; 19th Century African-American History: Slavery to Freedom; U.S. Women's History; U.S. Since the New Deal. **In Anthropology:** Language in Culture and Society. **In Education:** Economics of Education; The Family and Society: Historical and Comparative Perspectives; Social Aspects
of Educational Administration. **In Sociology**: Urban Structure and Process; The Social Organization of Schools and School Systems; The Professions: Law and Medicine; Urban Policy Analysis. **In Social Services Administration**: Policing and Helping Citizens: Alternatives to Traditional Social Services; Juvenile Justice. **In International Studies**: Human Rights III. **In Public Policy**: Topics in Politics and Policy; Poverty and Public Policy; U.S. National Security Policy; Seminar on Deterrence, Arms Races, and Arms Control; Policy Reform in Developing Countries; Principles of Social Welfare Policy; Comparative Political Economy of Development; U.S. Cold War Defense Policy; Health Economics and Public Policy; Environmental Policy I; Policy Analysis I: Advanced Policy Planning; Economics of Child and Family Policy; Psychological Perspectives on Child and Family Child Policy; Managing Globalization; U.S. Foreign Economic Policy; Analyzing International Policy; Non-Profit Sector: Theory and Practice; Political Economics of Institutions; Political Economy of Bureaucracy.

**INDEPENDENT STUDY**

**Independent Research. 499.** Second- and third-year students may earn course credit by independent research under the supervision of a member of the faculty. Such projects are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls.

Special rules regarding credit, permission, and requirements for submission of written work are set forth in the regulations of the Law School. Students wishing to register for 499 credit should consult the Registrar or the Dean of Students.

Before being granted permission to register for 499 work the student must submit a précis of their proposed study to the supervising faculty member. In considering possible fields or topics for such projects, students may wish to consider seminars described above but listed as not offered in the current year and to consult the instructors concerned as to the possibility of independent work in those fields. Students are encouraged to submit outstanding papers for publication in the Law Review or in other legal periodicals.

The following is a non-exclusive listing of most faculty members' preferred areas for supervising written work.

Albert W. Alschuler: criminal law; criminal procedure (especially sentencing, search and seizure, and juries); American legal theory.
Lisa E. Bernstein: contracts; alternative dispute resolution.
Locke E. Bowman: death penalty; civil rights law; habeas corpus.
Emily Buss: civil procedure; juvenile law; family law; evidence.
Mary Anne Case: regulation of family sex and gender; feminist jurisprudence; constitutional law; comparative civil law; European rights law.
David P. Currie: constitutional law; federal jurisdiction.
Kenneth W. Dam: international trade; comparative public law; intellectual property.
Frank H. Easterbrook: antitrust; securities; interpretation.
Richard A. Epstein: any common law subject; property-related constitutional issues; law and economics.
Elizabeth Garrett: legislative process; federal budget process; direct democracy; administrative law; statutory interpretation.

Jack Goldsmith: conflict of laws; international law; foreign affairs law; federal courts; cyberspace.

Gidon A. G. Gottlieb: public international law; legal theory; international human rights issues; issues involving foreign conflicts; lawyer’s role as negotiator.

Philip Hamburger: American legal history; separation of church and state.

Jill E. Hasday: anti-discrimination; employment discrimination; family law; national security law; women’s legal history; 19th-century legal history.

R. H. Helmholz: English legal history; continental legal history; real property; personal property.

Mark J. Heyrman: rights of the disabled—particularly, the rights of the mentally handicapped, both in institutions and in the community; mentally handicapped in the criminal justice system, including fitness to stand trial, insanity defense, sexual offender laws.

Joseph Isenbergh: domestic and international income and transfer taxation; corporate finance; tax policy; federal jurisdiction.

William M. Landes: law and economics; intellectual property; torts.

Saul Levmore: public choice; torts; corporations; corporate tax; comparative law.

Douglas Lichtman: intellectual property, including copyright, trademark, and patent; information economics; telecommunications; cyberspace; property.

Andrei Marmor: jurisprudence; interpretation; political theory.

Tracey Meares: criminal justice system and criminal procedure (especially the role of the prosecutor); regulation of attorneys (especially government attorneys); poverty law; race-conscious remedies.

Bernard D. Meltzer: labor law; employment law; evidence.

Martha Nussbaum: moral and political philosophy; jurisprudence; law and literature; ancient Greek philosophy; feminist theory; theories of motivation.

Barack H. Obama: equal protection; due process; voting rights.

Randal C. Picker: secured transactions; bankruptcy; corporate reorganizations; game theory; environmental law.

Eric Posner: bankruptcy; commercial law; contract law; game theory; law and social norms.

Richard A. Posner: economic analysis of law; judicial behavior; jurisprudence.

Julie Roin: federal taxation; taxation of international transactions; state and local government.

Gerald N. Rosenberg: law and society; law and social change; interest groups, law and the courts; political jurisprudence; empirical approaches to the study of law, courts, and judicial behavior.

Randall D. Schmidt: civil rights; employment discrimination; civil litigation—including discovery, pretrial procedures, trial practice, evidentiary issues, etc.

Stephen J. Schulhofer: criminal law; criminal procedure.

Geoffrey R. Stone: evidence; freedom of speech and press; equal protection; search and seizure.

Randolph N. Stone: criminal justice; ethics; legal profession; poverty; racism; legal services to the poor.
David A. Strauss: constitutional law; federal jurisdiction; legal theory or jurisprudence; criminal procedure; civil procedure; administrative law; employment discrimination.

Cass R. Sunstein: environmental law; occupational safety and health regulation; administrative law; separation of powers; jurisprudence and legal theory; constitutional law; social security and welfare law.

Alan O. Sykes: torts; contracts; insurance; economic analysis of law; private international law.

George Triantis: contracts; commercial law; secured transactions; bankruptcy; non-profit organisations; law and finance.

Adrian Vermeule: legislation; constitutional interpretation; federal jurisdiction and procedure.

David A. Weisbach: taxation.

Diane P. Wood: international antitrust; antitrust; international trade and business; international conflicts of law—private international law; civil procedure.