

Fall 2009

Law School Announcements 2009-2010

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THE UNIVERSITY OF CHICAGO

The Law School

Announcements

Fall 2009

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THE LAW SCHOOL

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

HISTORY

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

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

This animating philosophy has resulted in the Law School's playing a leading role in legal education since its founding. Chicago was pivotal in almost all of the innovations made in legal education during the last century: the recognition of administrative law, legislation, and comparative law as legitimate fields of law study; the introduction of other disciplines into the law school curriculum and the appointment of faculty outside the law; the extension of the field of legal research from concern with the rules of the law to empirically oriented investigations of the legal system; and the broadening of the curriculum to include clinical as well as academic offerings.

EDUCATIONAL MISSION

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

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

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

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

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

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

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| | | |
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Lecturer in Law
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FELLOWS

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Charles L. Edwards, Curley Fellow
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PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

The regular curriculum in the Law School is a three-year (nine-quarter) program leading to the degree of Doctor of Law (J.D.). The program is open to candidates who have received a bachelor's degree from an approved college before beginning their study in the Law School and to a limited number of highly qualified students who have completed three years of undergraduate studies but have not received degrees. The Law School will not award bachelor's degrees to such candidates, but in some cases undergraduate institutions will treat the first year of law study as fulfilling part of the requirements for their own bachelor's degrees.

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

JOINT AND CONCURRENT DEGREE OPPORTUNITIES

The Law School participates with several other areas of the University in formal joint degree programs. These programs have specific admission requirements, and candidates are able to count course work in each area toward the academic requirements in the other area, thus reducing the time and expense involved in earning both degrees. Although there are no formal joint degree programs with most areas of the University, candidates who wish to earn the J.D. in the Law School and a Ph.D. concurrently in another area of the University have found that there are several ways to facilitate and expedite such a dual course of study.

The Law School has formal joint degree programs with the Graduate School of Business (both M.B.A. and Ph.D. degrees), the Harris School of Public Policy (M.P.P.), and the Committee on International Relations (M.A.). The admission and degree requirements for these programs are available in the Admissions Office and the Dean of Students Office.

Students pursuing concurrent J.D. and Ph.D. degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of course work outside the Law School toward the J.D. degree. The Law School is flexible in giving students leaves of absence so that they may register full time in other areas of the University. J.D. candidates working concurrently on Ph.D. dissertations with a law-related component have found that their studies in the Law School may enable them to complete their dissertations in a shorter time than other Ph.D. students.

THE GRADUATE PROGRAM

The Law School offers four graduate degrees: Master of Laws (LL.M.), Master of Comparative Law (M.Comp.L.), Doctor of Jurisprudence (J.S.D.), and Doctor of Comparative Law (D.Comp.L.). All four programs are limited to students who have met at least one of the following requirements: (1) obtained a J.D. degree from an A.B.A. approved law school in the United States, (2) completed the academic legal education in a foreign country required to take the bar examination in that country, or (3) be qualified to practice law (admitted to the bar) in a foreign country. All four programs require full-time attendance at the Law School for at least one academic year (three consecutive academic quarters). Thus, students interested in the J.S.D. or D.Comp.L. degrees must first spend a year in the Law School's LL.M. program. Students may begin these programs only in the Autumn Quarter.

Unlike a number of other law schools, the University of Chicago does not offer a specialized graduate degree program with a large number of graduate courses in a particular field such as taxation or securities regulation. The LL.M. degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 170. With the exception of an optional writing course, there are no courses in the curriculum just for LL.M. students; LL.M. students will have all of their classes with students in the J.D. program. The M.Comp.L. degree may be awarded at the student's discretion if the same requirements are fulfilled.

In a typical year about one to three current LL.M. students or graduates apply to the J.S.D. program and most of them are offered admission. Eleven candidates were awarded J.S.D. degrees between June 2003 and August 2008. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LL.M. year, must identify a faculty member who is willing to supervise a dissertation, and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal

scholarship. The degree of J.S.D. or D.Comp.L. will be awarded to students who have submitted a dissertation, within five years of the year in residence, that is accepted by the faculty.

LL.M. ADMISSIONS PROCESS

Each year the Law School receives approximately 750 applications for the approximately 50 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgment by the Graduate Studies Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

Admission decisions for the LL.M. program are based primarily on two factors: 1) the ability of the applicant to flourish in a demanding academic program as evidenced by the prior academic and professional record; and 2) the extent to which the applicant's background and research interests coincide with available academic resources for the academic year for which he or she will be in residence. It is, therefore, particularly important for the application to be accompanied by a detailed statement of the candidate's academic interests and career plans.

The University requires that all applicants who are not U.S. citizens or U.S. Permanent Residents must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within two years of the date of their application. A minimum total score of 104 overall on the new version of the TOEFL is required or a total score of 600 with 60 in each sub score on the paper-based TOEFL are required. Minimum required scores on the IELTS are an overall score of 7 and sub scores of 7 each. Applicants will not be offered admission if their TOEFL or IELTS scores do not meet these minimum standards. Most admitted LL.M. applicants will have substantially higher scores.

The above English language tests will not be necessary if the applicant studied in full-time status for at least one academic year prior to the due date of the application, within five years of the date of application, in the United States, the United Kingdom, Ireland, Australia, New Zealand, or English medium universities in Canada or South Africa. Students who have studied in English in other countries, for example, India, Pakistan, the Philippines, Hong Kong, Singapore, African countries, etc. are not exempt from this requirement and must provide either TOEFL or IELTS scores with their applications. Domestic applicants whose native language is not English and who have not attended schools where instruction is in English must also submit these English language test scores.

PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS

PROFESSIONAL JOURNALS

The Law School publishes six professional journals. *The University of Chicago Law Review*, *The University of Chicago Legal Forum*, and *The Chicago Journal of International Law* are student-edited. For more information on these journals, see the section on Student Activities and Organizations, below.

The Supreme Court Review is an annual volume devoted to professional and interdisciplinary criticism and analysis of the work of the United States Supreme Court. *The Journal of Law and Economics* publishes research on a broad range of topics, including the economic analysis of regulation and the behavior of regulated firms, the political economy of legislation and the legislative processes, law and finance, corporate finance and governance, and industrial organization. *The Journal of Legal Studies* is a journal of interdisciplinary academic research into law and legal institutions. It emphasizes social science approaches, especially those of economics, political science, and psychology, but it also publishes the work of historians, philosophers, and others who are interested in legal theory.

SPECIAL PROGRAMS AND CENTERS

The John M. Olin Program in Law and Economics is one of the many interdisciplinary traditions that have thrived at the Law School. Because economics provides a tool for studying how legal rules affect the way people behave, knowing what kinds of insights economics can offer to the analysis of legal problems has become an important part of a lawyer's education. The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit

insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The Program offers a range of courses and seminars to interested students, including Nobel laureate Gary Becker's microeconomics course. No other law school provides comparable opportunities for study and research in this field. The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. Professors Richard A. Epstein and David A. Weisbach are directors of the Program.

The Law School also enjoys an affiliation with the Center for Comparative Constitutionalism, coordinated by Professor Martha C. Nussbaum. Established in 2002, this Center's work focuses on the relationship between constitutional law and the concerns of marginalized or subordinated people and groups.

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

The Center for Studies in Criminal Justice, established in 1965 under a grant from the Ford Foundation, is concerned with enlarging knowledge of behavior defined as criminal or deviant and with studying the operation of the agencies of criminal justice and other agencies of social control. The Center maintains close working relations with other disciplines in the behavioral sciences relevant to the prevention and treatment of crime. Research projects have included analyses of actuarial methods in criminal justice; studies of youth gun carrying; research on policing techniques; writings on punishment theory; study of criminal law; a Workshop in Crime and Punishment; and the Norval Morris Fellowship for Public Interest Law. Professor Bernard Harcourt is the director of the Center.

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

PROGRAM REQUIREMENTS AND POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

To receive the J.D. degree, a student must have been in residence for nine full quarters, have maintained satisfactory academic standing (as defined in the section on grading policies), and have received credit for the prescribed courses and other required units of credit. A total of 105 course hours is required. To qualify for residence for a full quarter, a student must take and complete 9 or more course hours. A student may take more than the required number of courses and may take up to 13 hours in a quarter without special permission. Permission of the Dean of Students is required to take more than 13 hours in a quarter. Each student is responsible for keeping informed of the number of additional course hours needed for graduation.

All courses are elective after the first year with the exception of (1) a professional responsibility course that all students must take, and (2) one or more of the skills courses or clinics provided in the list approved by the Law School's Committee on Professional Skills Development. Both the professional responsibility course and the skills course must be taken prior to graduation in order to meet the requirements set by the Accreditation Committee of the American Bar Association. In addition, students must satisfy the writing requirements described in the section on Substantial Writing Requirement.

Class Attendance

Regular class attendance is required as a condition of receiving course credit. Several years ago the Faculty Committee on Academic Rules and Petitions adopted the following interpretation of this rule:

1. Regular class attendance is required as a condition of receiving credit for courses at the Law School. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular course. It is the obligation of each student to conform to these requirements. As a rule of thumb, and unless an instructor adopts a more stringent standard, regular attendance shall mean a student misses no more than one seminar session in a quarter and not more than three class periods (for classes meeting three times a week) in a quarter.
2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that s/he is in violation of the Law School's requirement. If a student's attendance remains unsatisfactory in that course or is at any time thereafter in violation of the attendance requirement in any other course, the Committee on Academic Rules and Petitions may deny the student credit in the course, withdraw the student's privilege of membership in the Law School, or take any other appropriate action.
3. No student shall:
 - a. regularly be employed outside the Law School for 20 or more hours per week while classes are in session.
 - b. maintain a primary residence outside the Chicago metropolitan area while classes are in session.
 - c. fail to sign a seating chart within two weeks of enrollment in any course.

Upon finding a student in violation of any of these requirements, the Committee on Academic Rules and Petitions may deny the student credit in the course, withdraw the student's privilege of membership in the School, add a memo to the student file, or take any other appropriate action. These actions may be reported to the State Bar Character and Fitness Committee.

The First Year

Students in the first year take a prescribed program covering five principal branches of the law—contracts, torts, property, criminal law, and civil procedure. In addition to providing this general foundation of legal knowledge, the program is intended to develop an understanding of the process of development of the law through judicial decisions and statutory interpretation and to cultivate the skill of legal reasoning. Instruction in the first year is based primarily on the case method, centered on class discussion of judicial decisions. In addition to the traditional first-year offerings, Chicago has a unique first-year course called Elements of the Law. Elements considers legal issues and their relationships to other fields of thought such as philosophy, economics, psychology, and political theory.

All first-year students participate in the legal writing program, under the supervision of one of the six Bigelow Teaching Fellows. The work introduces students to the standard tools and techniques of legal research and requires students to write a series of legal memoranda and briefs. In the Spring Quarter, each student prepares an appellate brief and argues the case before a panel of judges composed of members of the faculty and practicing lawyers. The Joseph Henry Beale Prizes are awarded for outstanding written work in each legal writing section.

The Second and Third Years

All courses are elective after the first year with the exception of (1) a professional responsibility course that all students must take, and (2) one or more of the skills courses or clinics provided in the list approved by the Law School's Committee on Professional Skills Development. Both the professional responsibility course and the skills course must be taken prior to graduation in order to meet the requirements set by the Accreditation Committee of the American Bar Association.

Students have maximum freedom to tailor their programs to their own interests and needs. The section on course offerings is organized alphabetically, with cross-listings according to general subject matter areas. All students are expected to design programs that will provide them a strong foundation in the standard subject areas of the law. Students should also find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value that goes with striving for the competence of the expert. However, students are warned against excessive specialization. Lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to plan a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth in the comments on the second year and on the third year, below. Students are encouraged to consult with members of the faculty or the Dean of Students for additional guidance on their programs.

As should be clear from the course and seminar descriptions, the Law School believes in an integrated curriculum. History, economics, other social sciences, and the humanities are often useful (and indeed indispensable) for a better understanding of legal materials. They are not just appended (in the style of "law and ..."), but constitute an integral part of legal analysis.

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new course offerings. Some of these become regular courses; others do not. In addition, the courses and seminars available in a given year are determined in part by the composition of the faculty and the availability of visitors and lecturers. As a result, there may be substantial variation in the curriculum from year to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

While there can be no assurance that a course offered one year will be offered the following year, a core group of courses is typically offered each year. These include Administrative Law, Antitrust Law, Bankruptcy and Reorganization, Commercial Transactions, Constitutional Law I, Constitutional Law II or IV, Constitutional Law III, Corporation Law, Criminal Procedure I, Evidence, Federal Jurisdiction, Federal Regulation of Securities, Introductory Income Tax, Law and Economics, Legal Profession, Public International Law, Secured Transactions, and Taxation of Corporations I and II.

Course Registration Restrictions

When registering, please note:

1. Students may not register for classes that have a time overlap—even if it is just once a week for a few minutes—or that are so close in time that students cannot arrive at the second class on time.
2. Students may not register for classes that have significantly overlapping material. For example, students may not take both
 - Con Law II and Con Law IV
 - Elements of World Law and Public International Law
 - International Law and Elements of World Law
 - International Law and Public International Law
 - Labor Law and Employment and Labor Law
 - Lawyer as Negotiator and Negotiation Theory
 - Legal Profession and Law of Lawyering
 - Major Civil Litigation and Pre-Trial Advocacy
 - Trial Advocacy and Intensive Trial Practice Workshop
 - Pre-Trial Advocacy and Litigation Methods
 - Sex Discrimination and Sex Equality
 - Taxation of Derivatives and Taxation of Financial Instruments
 - The same course taught by different professors (or the same professor)

Many of these notations can also be found in the course descriptions. This restriction also applies to courses outside of the Law School. For example, students may not take

- Corporate Finance at the Law School and at the GSB
- Accounting at the Law School and at the GSB

It is impossible to list all such courses. If you have a question about whether a course presents this problem, please see the Dean of Students or the Registrar to discuss before registering.

The Second Year

Although no specific courses are required in the second year, certain courses are considered foundational and are commonly taken by a large number of students in the second rather than the third year. These courses include Evidence, Introductory Income Tax, Corporation Law, Constitutional Law I, and Administrative Law.

In planning a program, students should properly consider some courses as predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Corporation Law and Taxation of Corporations, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Bankruptcy, and Business Planning. Administrative Law has most often been taken as a second-year course, since it is a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take Trial Advocacy or to work intensively in a Clinic program defer other subjects and take Evidence, and possibly a course on criminal procedure, in the second year.

It is important that students strike a sensible balance in structuring their programs between traditional courses such as Evidence, Corporation Law, Tax, and Constitutional Law, on the one hand, and seminars, workshops, and more specialized courses such as Legal Interpretation and Art Law, on the other. Students should try to divide their traditional classes between the second and third years to maintain a sense of balance.

The Third Year

The third year provides an opportunity for students to round out their knowledge of basic subject areas and to take courses in fields of special or contemporary interest. It should also have distinct intellectual objectives, including (1) taking advanced courses or seminars in a field in which students have acquired some foundation in the second year; (2) taking courses that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice; and (3) cultural or perspective studies that help give students a broad and critical appreciation of legal institutions and their development.

THE GRADUATE PROGRAMS

The LL.M. and M.Comp.L. Program

The LL.M. or M.Comp.L. degree is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with a minimum average of 170. To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for twenty-seven course hours and the maintenance of satisfactory academic standing are necessary to qualify for the degree.

The J.S.D. and D.Comp.L. Program

The degree of Doctor of Jurisprudence or of Doctor of Comparative Law will be awarded to students who have been in residence for three full consecutive academic quarters and have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship.

The dissertation must be submitted to the Graduate Studies Committee within five years after admission to the J.S.D. or D.Comp.L. Programs and must be in publishable form, and must comply with form requirements established by the Graduate Studies Committee and the Dissertation Secretary of the University. Two copies must be deposited with the Committee on Graduate Studies not later than five weeks before the date of the convocation at which the degree is to be awarded.

WRITING REQUIREMENT

Every J.D. student must complete at least two writing projects beyond the work required in the first-year course in Legal Research and Writing. At least one of these writing projects must be a substantial research paper (SRP). An SRP is (1) a careful, extensive treatment of a particular topic; (2) certified by a member of the faculty (including Visiting Faculty and

Senior Lecturers at the Law School, but excluding Bigelow and other Fellows as well as Lecturers in Law) who is in full-time residence at the Law School; (3) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; and (4) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School. A publishable comment or note written for a student journal will satisfy the SRP requirement if it is (a) nominated for this purpose by the editor-in-chief of the journal, and (b) approved by the Dean of Students, in consultation with the Faculty Committee on Writing, prior to the authoring student's final term of study at the Law School. Similarly, a paper completed for a Law School course or seminar designated, before the start of the course, by the Faculty Committee on Writing as an Advanced Legal Writing course will satisfy the SRP requirement if it is (a) nominated by the instructor of that course for this purpose and (b) approved by the Dean of Students, in consultation with the Faculty Committee on Writing, prior to the final quarter of study.

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

A student's second, or other, writing project can, but need not, be of the SRP form. It can be (a) a paper, series of papers, brief or other substantial writing prepared as part of a course or a seminar supervised by a faculty member or a Lecturer in Law so long as the instructor's expertise and guidance inform the writing process; or (b) a comment or note prepared for one of the student-edited journals, and nominated and approved as above, even if undertaken or submitted too late for SRP certification; or (c) a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and accepted by the Dean of Students; or (d) a brief or series of writings undertaken in one of the Law School's clinical programs, or in a professional skills course offered at the Law School, so long as the instructor's expertise and guidance inform the writing process; or (e) an SRP.

Again, work submitted in satisfaction of either of the two writing requirements may not largely be derivative of work undertaken in pursuit of another academic degree or in a summer job or other environment outside the Law School.

Students are required to complete at least one of their required writing projects during their 2L year. They are strongly encouraged to begin the SRP in a quarter that is not the final quarter of study.

PROFESSIONAL SKILLS COURSE REQUIREMENT

Before graduation, all students must take one or more of the following courses or clinics, which have been approved by the Law School's Committee on Professional Skills Development as fulfilling the professional skills requirement set by the Accreditation Committee of the American Bar Association. Courses will be added to this list if they are confirmed to meet the requirement. For the most up-to-date listing, see <http://www.law.uchicago.edu/courses/>.

LEGAL CLINICS AND CLINICAL COURSES

Civil Rights Clinic: Police Accountability
 Criminal and Juvenile Justice Project
 Employment Discrimination Project
 Exoneration Project
 Federal Criminal Justice Project
 Immigrant Children's Advocacy Project
 Institute for Justice Clinic on Entrepreneurship
 Irwin Askow Housing Initiative
 Mental Health Advocacy

CLINICAL PREPARATION COURSES

Intensive Trial Practice Workshop
 Pre-trial Advocacy

COURSES AND SEMINARS THAT TEACH PROFESSIONAL SKILLS

Advanced Contracts: Sales, a Practice Oriented Approach
 Advanced Corporations: Mergers and Acquisitions
 Advanced Legal Research

Advanced Legal Writing
 Business of Entrepreneurship for Lawyers
 Business Planning
 Civil Litigation: Theory and Policy
 Class Action Controversies
 Commercial Leasing: Law and Practice
 Commercial Real Estate Transactions
 Complex Appellate Litigation
 Complex Litigation
 Concluding Complex Business Transactions
 Constitutional Decision Making
 Contracting Lab/IT and IP Sectors—Microsoft
 Contracting Lab/Services Sector—Accenture and Northern Trust
 Corporate Governance
 Criminal Procedure II: The Federal Adjudicative Process
 Current Controversies in Corporation and Securities Law
 Distressed Investing and Bankruptcy Litigation
 Divorce Practice
 Drafting Contracts: The Problem of Ambiguity
 Empirical Law and Economics
 Entrepreneurship in Practice
 Financial Accounting
 Fundamentals of Accounting for Lawyers
 Information Technology Law: Complex Industry Transactions
 Information Technology Law: Outsourcing Agreements
 Intellectual Property Litigation: Advanced Issues
 International Arbitration
 Introductory Financial Accounting
 Law and Practice of Zoning, Land Use, and Eminent Domain
 Legal Elements of Accounting
 Legal Elements of Accounting
 Legal Transactions--Retail Sector
 Life Cycle of a Chapter 11 Case
 Mini MBA: Business Boot Camp
 National Security Issues, Public Policy and the Rule of Law, and the Fostering of Students' Skills in Analysis and Presentation
 Negotiation and Mediation
 Negotiation Theory and Practice
 Partnership Taxation
 Residential Real Estate Development and the Law
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
 Trial Advocacy

THE CLINICAL PROGRAMS

In the second and third years, students have the opportunity to learn litigation, legislative advocacy, and transactional skills through the School's clinical education program. Students learn through classroom instruction, simulation, and representation of clients under the close supervision of the clinical teachers. Students represent clients through the Edwin F. Mandel Legal Aid Clinic, the Exoneration Project, the Immigrant Children's Advocacy Project, and the Institute for Justice Clinic on Entrepreneurship. These clinical programs are located in the School's Arthur O. Kane Center for Clinical Legal Education. Participation in the School's clinical education program requires enrollment in one of the clinical courses. Currently these courses include the Civil Rights: Police Accountability, the Criminal and Juvenile Justice Project, the Federal Criminal Justice Project, the Employment Discrimination Project, the Irwin Askow Housing Initiative; and Mental Health Advocacy (all within the Mandel Clinic); the Immigrant Children's Advocacy Project; the Entrepreneurship Clinic (associated with the Institute for Justice), and the Exoneration Project. Each of these clinical courses has its own requirements, including pre- and co-requisites. Some of the pre-requisites are only available on a limited basis. Thus, prior to the beginning of their second year, students considering enrollment in a clinical course should familiarize themselves with the requirements of the clinical course(s) they may be considering.

The following rules apply to all clinical courses:

- • No more than six clinical credits will be awarded to any student for the practical work done in conjunction with the clinic (additional credits are available for coursework done in connection with the clinics. A maximum of 10 total credits can be awarded for clinical work).
- • Students may enroll in a clinical course for a minimum of one quarter and a maximum of six quarters.

- • Students may enroll in a clinical course for no more than three credits in one quarter.
- • Students will be awarded one credit for work averaging five hours/week for one quarter. Students will be expected to keep written or electronic records of the time they have spent in the clinic.
- • Clinical courses are not available to first-year students.
- • No student may be enrolled in more than one clinical course in any quarter. This rule may be waived in exceptional circumstances with the written permission of the relevant clinical teachers.
- • Enrollment in any clinical course requires the permission of the clinical teacher. The duration, total credits and number of credits per quarter must be arranged with the clinical teacher prior to enrollment. Such arrangements may be modified to reflect the work already performed or anticipated.
- • A lottery will ordinarily be used to determine admission to any clinical course.

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

Under Illinois Supreme Court Rules, students who have completed 60 percent of the credits needed for graduation are authorized to appear on behalf of clients in the state trial courts and administrative agencies. Students may also represent clients in the Illinois Appellate Court, the United States District Court for the Northern District of Illinois and the United States Court of Appeals for the Seventh Circuit.

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Clinic has the following projects: Civil Rights/Police Accountability, Criminal and Juvenile Justice, Employment Discrimination, Federal Criminal Justice, Housing Initiative, Mental Health, and Social Service. Student experiences may vary by project.

THE EXONERATION PROJECT

The Exoneration Project represents clients who have been convicted of crimes of which they are innocent. The Project assists clients in asserting their claims of actual innocence in state and federal court. Student participants are involved in all aspects of post-conviction litigation, including selecting cases, uncovering and developing new evidence of our clients' innocence, and filing and litigating post-conviction petitions, habeas petitions, clemency petitions, and motions for forensic testing. The goals of the Exoneration Project are not only to correct individual injustices that have resulted in the conviction of innocent persons, but also to shed light on more widespread problems in the criminal justice system. The Project also seeks to encourage more interest among the bar for representing clients in need of post-conviction assistance.

Second-year students wishing to enroll in the Project are encouraged to take Evidence and Criminal Procedure in their second year. Third-year students are required to complete, prior to their third year, Evidence, Criminal Procedure I, Pretrial Advocacy, and either the Intensive Trial Practice Workshop or Trial Advocacy.

THE IMMIGRANT CHILDREN'S ADVOCACY PROJECT

The ICAP Clinic provides guardians ad litem (Child Advocates) for unaccompanied immigrant children who are in federal custody at the International Children's Center as well as non-detained unaccompanied children residing with sponsors in the Chicago area. Services provided by law students enrolled in the Clinic include: accompanying the children to Immigration Court, Cook County Juvenile Court, meetings with United States government officials, and meetings with consular officials from children's country of origin; legal research to support children's claim for relief from removal in cooperation with attorney(s) representing children in Immigration Court, before the Board of Immigration Appeals and the Seventh Circuit; meeting with the children at least once a week and identifying eligibility for relief from removal, including asylum and special visas for victims of trafficking, abuse, and abandonment; identifying and representing the children's best interests; investigation regarding children's presence in the United States, including reasons for departure from country of origin, journey, and time in the United States preceding

apprehension, if any; researching conditions in children's countries of origin (e.g., political and economic conditions); developing written recommendations regarding children's best interests; writing advocacy briefs and advocating on children's behalf with the Office of Refugee Resettlement, Department of Homeland Security, and Executive Office for Immigration Review in whatever context is necessary (e.g. least restrictive placement, family reunification, access to services, access to legal representation).

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, is a public interest organization devoted principally to expanding economic liberties. It provides a range of legal services, especially those for start-up businesses, to local entrepreneurs in economically disadvantaged communities. Counsel from the IJ Clinic supervise second- and third-year law students as they work with entrepreneurs in such areas as business formation; license and permit application; contract and lease creation; landlord, supplier, and lender negotiation; basic tax and regulatory compliance; and other legal activities involving business transactions. Participation in the IJ Clinic is limited to students who are enrolled in the Institute for Justice's clinical course.

OTHER CLINICAL PROGRAMS

In addition to these projects, the Law School may offer a clinical seminars. Information on such offerings may be found in the course descriptions.

COURSE POLICIES

SEMINARS

Because of the special demands of a seminar and because many seminars have long waiting lists, a student may not ordinarily be enrolled in more than one seminar at a time.

Students are not permitted to register for more than one seminar in a quarter except with the permission of the Dean of Students. No more than twenty students will, as a rule, be admitted to a seminar. In some seminars, at the request of the instructor, enrollment is limited to a smaller number.

While many seminars can accommodate all of the registering students, on occasion, certain seminars will be oversubscribed. The Registrar will conduct a lottery for the seminars. Students may register for up to three seminars and must rank them in order of preference. The priority for lotteried seminars is as follows:

1. 2Ls, 3Ls, and LLMS are on equal footing—there is no seniority system since many of these seminars are offered only once or in alternating years.
2. All first choice lotteries will be conducted first.
3. All second choice lotteries next, in two rounds: (a) people who did not get their first choice, then (b) people who did get their first choice.
4. All third choices will then be lotteried in four rounds: (a) people who got neither first nor second choice, (b) people who got second choice only, (c) people who got first choice only, (d) people who got both first and second choice.

(Note: faculty members may choose to alter this priority system for their particular class.)

Students must attend the first meeting of the seminar in order to stay enrolled in the seminar. A student who is on the wait list for a seminar must attend the first class as well. In many cases, the professor is able to accommodate the students on the wait list who attend the first class. A student who wishes to drop a limited enrollment seminar must do so by noon of the day after the first class meeting.

COURSES OUTSIDE THE LAW SCHOOL

During the second and third years, students may take up to four classes (for a total of twelve credits) outside the Law School for credit toward their law degree, subject to the following conditions: (1) the courses must bear a relation to their future legal practice or to the study of law in general; (2) students must petition the Dean of Students and receive permission before enrolling in any class outside the Law School; (3) students may take no more than two classes at one time outside the Law School; (4) students taking classes outside the Law School during their final quarter of study must explain the Law School's grading deadlines to the faculty member. The faculty member must agree, in writing, to provide a grade or a provisional pass in time for the student to be eligible to graduate with his/her class; (5) the class may not have substantial overlap with any course taken at the Law School or any other institution (a determination made by the Dean of Students); and (6) classes at other law schools or universities may not be substituted.

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

ADDING/DROPPING COURSES

Students must complete all adds or drops to their class schedule by the third week of the quarter (unless it is a limited enrollment seminar in which case students have until noon the day after the first class). These deadlines are strictly enforced. After the third week, there can be no changes in a student's enrollment except in extraordinary circumstances. A student who fails to complete a class and who did not get special permission from the Dean of Students to drop after the deadline will receive "W" or "F" next to the course on his/her transcript.

Additions after the first week require the permission of the professor. Please note: because of the ABA requirements concerning class attendance, faculty generally do not allow students to add a course after the first week.

Drops after the first week require the approval of the Dean of Students. Permission to drop a course from the first to the fifth week is granted as long as (1) the seminar was not a limited enrollment seminar that was oversubscribed at the time of registration; (2) the student has not received 50% or more of the final grade; and (3) the student will still have nine credits for the quarter.

GRADING POLICIES

In each course, seminar, or other credit work, the student receives a final grade according to the following scale: A, 180 - 186; B, 174-179; C, 168-173; D, 160-167; F, below 160. A grade of 160 or above is required for credit for the work involved.

To maintain satisfactory academic standing, a student must receive a weighted grade average of 168 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 168 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter). In addition, a student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the Law School will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuation in the School as well as to graduation.

The Law School awards the degree of Doctor of Law with Honors to candidates who have a weighted grade average of 179 or better, with High Honors to those with a weighted grade average of 180.5 or better, and with Highest Honors to those with a weighted grade average of 182 or better.

THE CURRICULUM

In the course and seminar descriptions that follow, the description is followed by the quarter(s) in which it is taught and the instructor name(s). More up-to-date course information is available on the Law School web page at <http://www.law.uchicago.edu/courses/>. The course descriptions below, however, provide a representative overview of the curriculum.

FIRST-YEAR COURSES

CIVIL PROCEDURE I

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

CONTRACTS

This course, offered over two sequential quarters, is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached and the various remedies for breach, including damages, specific performance, and restitution. The course is also designed to introduce the student to legal methodology and to compare the common law with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. The student's grade is based on a single final examination. Autumn: Eric Posner; Omri Ben-Shahar. Winter: Anup Malani; Eric Posner.

CRIMINAL LAW

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

ELEMENTS OF THE LAW

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

LEGAL RESEARCH AND WRITING

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. 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. Autumn, Winter, Spring: Adam Badawi; Anthony Casey; Mary Ann Franks; Adam Muchmore; Anthony Niblett; Arden Rowell.

PROPERTY

This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial

acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing. The student's grade is based on a single final examination. Winter: R.H. Helmholz; Lior Strahilevitz. Spring: R.H. Helmholz; Lior Strahilevitz.

TORTS

The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of liability for personal 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, are compared. The student's grade is based on a single final examination. Spring: Richard Epstein; Saul Levmore. Winter: Lee Fennell; Winter: Jacob Gersen.

ELECTIVE

In the Spring Quarter, first-year students elect one course from a prescribed list of upper-division courses and seminars.

SECOND- AND THIRD-YEAR COURSE OFFERINGS

ACCOUNTABILITY FOR HUMAN RIGHTS ABUSES

This interdisciplinary course explores the different approaches taken by individual countries and the international community to violations of international human rights. It focuses in particular on the challenges raised by the demand for accountability during periods of political transition from authoritarian regimes and civil wars to societies based on democracy and the rule of law. It examines current principles of accountability as well as the various mechanisms for enforcing these principles, including truth and reconciliation commissions, international criminal tribunals, legal actions by third-party countries under the theory of universal jurisdiction, lustration laws that bar perpetrators of human rights abuses from holding public office, and reparations for victims of human rights violations. The course also considers the obstacles to achieving accountability for international human rights violations, including domestic political instability, national amnesty laws, institutional weaknesses, and geopolitical concerns. The course will be conducted in a seminar format and so requires student preparation, attendance and active participation. All readings assigned for a topic should be completed prior to the first class meeting on that topic. Attendance at four films is mandatory, but they will be screened at a time that accommodates students' schedules. Grading will be based on the quality of participation and leadership of class discussion (20 percent) and two written assignments. The first paper is due Friday, November 6 (40 percent) and the final paper is due Friday, December 11 (40 percent). Autumn: Helene Silverberg

ADMINISTRATIVE LAW

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

ADMIRALTY LAW

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

ADVANCED ANTITRUST

Selected topics, with emphasis on high-tech industries, comparative antitrust law, economic policy, and institutional, remedial, and procedural aspects of antitrust law, both U.S. and foreign. The antitrust course is a prerequisite. Students

may write a paper or take an exam as the basis for the grade. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Winter: Andrew Rosenfield

ADVANCED CONTRACTS: SALES, A PRACTICE ORIENTED APPROACH

This course provides a practical approach to understanding the law of sales embodied in Article 2 of the Uniform Commercial Code. The course is designed to be a bridge between law school and practice. As a consequence, there is no exam. Rather, students write short papers for almost every class, culminating in the preparation of a commercial sales agreement. The course involves intensive class participation, a moot court argument, client advising, negotiating an agreement with a classmate, and learning the advanced legal research techniques needed to develop the factual record in a case. Winter: Lisa Bernstein

ADVANCED CORPORATE PRACTICUM

The objective of this seminar is to create a student laboratory that will work closely with the legal teams from Accenture, Microsoft, and Northern Trust on legal initiatives relative to the practice of multinational businesses in the products and services sectors. Students will be given a wide range of responsibilities in connection with one or more projects, including: for Accenture, (1) government contracts and processes: analyze substantive terms and conditions in governmental contracts to determine and assess negotiation trends and procedural rules that might inform revisions to Accenture's negotiating positions; (2) top law firms and third-party advisors supporting outsourcing transactions: interview top law firms and third party advisers that support outsourcing contracts to determine their negotiation styles and strategies, and assess market trends and futures outsourcing movement with an eye toward the current economic environment; and (3) contract negotiation methodology: work with Accenture's negotiation teams to assess internal effectiveness of Accenture's methodology training techniques and support activities, research best practices for negotiation culture change, and furnish recommendations for additional programs to increase Accenture's negotiation effectiveness; for Microsoft, (1) developing industry-specific terms and templates for hardware, software, and IT services transactions; and (2) research assignments and presentations focusing upon data privacy, cross-border regulations, and legislative initiatives, as well as other issues relevant to the industry; and, for Northern Trust, reviewing and analyzing key contracts and provisions for asset servicing, fund administration, and related services to a wide range of institutional investors world-wide. This practicum mirrors a real-world work experience: students will receive hands-on substantive and client development experience, and are expected to exercise a high level of professionalism and to be responsive to all email and phone communications. The student's grade will be based upon the quality of work product (50 percent), appropriate attention to client service (25 percent), and collaborative efforts within a team environment (25 percent). Spring: David Zarfes

ADVANCED CORPORATIONS: MERGERS AND ACQUISITIONS

We will study the planning of corporate mergers, acquisitions, and reorganizations, examining the application and integration of state corporate law, federal securities law, accounting principles, tax law, labor law, products liability law, environmental law, ERISA, and antitrust law. The goal is to introduce students to practical transaction planning and the art of being a "deal lawyer." We will focus on the problems faced and solved in real-world transactions, considering business and strategic issues as well as legal issues. Grades will be based on class participation, a few simulation exercises, and a standard final exam. Corporation Law is a prerequisite, but may be taken concurrently. Spring: M. Todd Henderson

ADVANCED LEGAL RESEARCH

The purpose of this course is to enhance students' knowledge of legal sources and to develop their ability to research the law. The course will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This course also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the course, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper. To receive credit for this course, students must complete several research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either one or two credits for this course depending upon the number of research assignments completed, their class participation/attendance, and the length of their final paper. In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies. The course will be limited to twenty students with priority to third years. Winter: Sheri Lewis

ADVANCED LEGAL WRITING

This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients and sharpen their own thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers. Autumn: Elizabeth Duquette. Winter: Elizabeth Duquette

ADVANCED PROPERTY: THE TAKINGS CLAUSE

This seminar will examine current issues surrounding the Fifth Amendment's Takings Clause by examining leading scholarly writings on the subject. Grades will be based on class participation and a series of short research papers or one major paper. Autumn: Christopher Serkin

ADVANCED TRADEMARKS AND UNFAIR COMPETITION

This seminar addresses current issues and developments such as the constitutional foundations and limitations of trademark protection; domain names and cybersquatting; the geographic scope of trademark rights; empirical proofs and elusive harms; dilution, property rights, and misappropriation; the proliferation of subdoctrines; configuration, functionality, and secondary meaning; parody and commercial speech; and the right of publicity. Trademarks and Unfair Competition is a prerequisite for the seminar. A student's grade is based on class participation and either a series of thought papers for two credits, or a series of short papers totaling at least 25 pages or a major research paper, both for three credits. Enrollment is limited to twenty-two students. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10 with instructor approval and submission of a major research paper; WP for JD '11 and JD '12). Winter: Chad Doellinger; David Hilliard; Uli Widmaier

AGENCY AND PARTNERSHIP LAW

Like the law of contracts, agency law principles are basic to an understanding of our legal system and are applied in many other areas of the law. This course will examine the law of agency and the law of partnerships, agency principles being a cornerstone of partnership law. We will emphasize business and commercial contexts, and will also consider some commonly used variants of general partnerships such as limited partnerships and limited liability companies. The grade in the course will be based on classroom participation and a written final examination. Spring: Robert Berger

AMERICAN LAW AND THE RHETORIC OF RACE

This course presents 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. Grades are based on class participation and a final examination. Spring: Dennis Hutchinson

AMERICAN LEGAL CULTURE

Readings and assignments will allow participants in this seminar to examine the contributions of ethnographic research to the study of law and to consider how such research can be useful in practicing law and shaping social policy. Students will conduct some fieldwork in the Chicago area, presenting the results of their ethnographic research at the end of the quarter. Winter: Morris Fred

AMERICAN LEGAL HISTORY, 1607-1870

This survey course examines major themes and interpretations in the history of American law and legal institutions from the earliest European settlements through the Civil War. Topics include continuity and change between English and American law in the colonial period, the American Revolution and its consequences for state and national law, changing understandings of the U.S. Constitution, the transplantation of the common law, the varied meanings of and debates over federalism, commerce, the law of slavery, and the constitutional and legal consequences of the Civil War. The student's grade will be based on a take-home final examination and class participation. Spring: Alison LaCroix

ANIMAL LAW

Is there a place for the consideration of the interests of animals in the law? Throughout the quarter, we will examine the historical and current status of animals in our legal system. Students will examine a diverse cross-section of law devoted to the controversial moral, ethical, and public policy considerations germane to efforts to balance the interests of animals and those of humans. The course is not an animal rights course. Rather, students will be invited to explore

whether the law has a place for animals and, if so, where lines ought to be drawn. The course is graded on regular class attendance, participation, and a final exam. Enrollment will be limited to 20 students. Spring: Pamela Alexander

ANTHROPOLOGY AND LAW

This seminar for law school and graduate students will provide an introduction to the field of legal anthropology. We will address anthropological theories of the nature of law and disputes, examine related studies of legal structures in non-Western cultures, and consider the uses of anthropology in studying facets of our own legal system. By examining individual legal institutions in the context of their particular cultural settings, we can begin to make cross-cultural comparisons and contrasts. In so doing, we confront the challenge of interpreting and understanding the legal rules and institutions of other cultures while assessing the impact of our own social norms and biases on the analysis. Thus, our analytic and interpretative approach will require us to examine the cultural assumptions that underpin various aspects of our own belief systems and the American legal system. We will also consider cultural resource management laws and related ethical debates in anthropology and museum practices. No prerequisite courses are required, and this course is designed to enable graduate students to analyze legal structures and to enable law students to understand and apply anthropological theories and concepts in similar studies. Requirements for this seminar course include preparation of a research paper, a brief in-class presentation of your developing research ideas, and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Christopher Fennell

ANTITRUST LAW

This course provides an introduction to the law of antitrust. The course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, conscious parallelism, trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course also looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, predatory pricing, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. The student's grade is based on a final examination. The syllabus for the course is found at <http://picker.uchicago.edu/antitrust/Syllabus.htm>. Autumn: Randal Picker

ART LAW

This seminar examines legal issues in the visual arts including artist's rights and copyright, government regulation of the art market, valuation problems related to authentication and artist estates, disputes over the ownership of art, illicit international trade of art, government funding of museums and artists, and First Amendment issues as they relate to museums and artists. The basis of the grade will be class participation and three short papers. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Spring: William Landes; Anthony Hirschel

ASSET BASED FINANCE

This seminar course will be of most interest to students interested in financial transactions as the core of a corporate law practice. There are no pre-requisite courses. The emphasis in this seminar course will be on financings of identified operating assets, principally industrial and infrastructure projects and transportation equipment. These financings will be distinguished from financings of ongoing corporate enterprises, and representative transactions will be studied in depth in order to develop and then focus on selected legal structuring and legal practice issues, including, for example, legal opinions normally delivered at financial closings. Because these financings in practice employ nearly the full range of financial products, from commercial bank loans to capital market instruments, credit supports and derivatives, collateral security, and equity investments, the issues discussed have relevance to a broad range of financial transactions. The class will be discussion oriented; there will be no exam and grades will be based on short papers and class participation. The readings will include selected cases, portions of treatises and academic journals, and rating agency and official publications. One or more guest speakers from the financial community are expected. Enrollment is limited to twenty students. Corporation Law is not a prerequisite, but is recommended. Autumn: Martin Jacobson

ASYLUM LAW

This seminar will teach the practice of asylum law as well as its theoretical underpinnings in international law and sometimes conflictual domestic policies. Students will undertake a serious study of asylum and related humanitarian provisions, such as the Convention Against Torture, Withholding of Removal, the Violence Against Women Act, and the Trafficking Victims Protection Act. Class discussion will center on topical issues in this area, including the terrorism and "persecutor" bars to asylum, the question of what process is due in immigration court hearings, and the status of asylum claims based on gender, gang-related persecution, and mental illness. The student's grade will be based on class

participation and a final paper. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Autumn: Geoffrey Heeren

BANKING LAW

This course will consider the regulation of banks in the United States. The goal is to understand the history of banking regulation, the basic framework of federal regulation that exists today, and the policy issues facing the current Congress and regulators in dealing with the near collapse of credit markets in recent years. The course will therefore be something of a hybrid between a standard lecture course and a seminar. We will use a text book and read cases and statutes, but we will also wrestle with proposed legislation and political issues about the regulation of large financial institutions. Spring: M. Todd Henderson

BANKRUPTCY AND REORGANIZATION: THE FEDERAL BANKRUPTCY CODE

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. Secured Transactions (LAWS 42201) is a useful, though not absolutely essential, preparation for this course. The student's grade will be based on a final examination. Winter: Douglas Baird; Spring: Anup Malani

BUSINESS OF LAW

This course will focus our students' critical reasoning skills on their own chosen profession through an in-depth and interdisciplinary examination of the business of law. We will analyze the business, how it is changing, and professional development issues that all new lawyers should expect to arise over their long and varied careers. Classes will include guests with expertise in law firm management, client relationship skills, industry trends, and lawyer career development to prompt a robust and candid dialogue from a variety of perspectives. Reading materials will include selected articles, excerpts, and David H. Maister's influential *Managing the Professional Services Firm*. Grades will be based on classroom participation, short reaction papers, and, for those interested in three credits, a longer research paper. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Autumn: Bruce Melton

BUSINESS PLANNING

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 Corporations I* or receive instructor approval. The student's grade is based on a final examination; students may earn an additional credit by writing a paper on a topic approved by the instructors. Winter: Keith Crow; Keith Villmow

BUYOUTS

In this seminar we will examine going private transactions in which publicly held companies are acquired by private equity firms with the participation of the company's management or by controlling shareholders. This is an especially timely topic because management buyouts have become far more prevalent than they were in the past and controlling shareholder buyouts continue to be controversial. Both types of transactions raise conflict of interest issues because some of the company's directors or officers, who are ordinarily charged with obtaining as much as possible for public shareholders in a sale transaction, are instead attempting to buy the company for as little as possible. We will examine the methods that Delaware law has provided for dealing with these conflicts of interest, whether those methods are likely to be effective and whether other methods would be more effective. We will also look at a variety of other issues raised by buyouts, including why they occur, whether they are likely to be beneficial to shareholders in spite of the existence of conflicts of interest, the consequences to society of these transactions and the effect of the credit crunch on these transactions. Finally, we will examine the role of the lawyers who are involved in buyouts. There will be one 20-page paper. Grades will be based on the paper and class participation. The class size will be limited to 30. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10 with instructor approval and submission of a longer paper; WP for JD '11 and JD '12). Winter: Scott Davis

CICERO'S DE OFFICIIS (ON DUTIES)

This class will study one of the most influential works in the whole history of Western political thought, a primary foundation for modern ideas of global justice and the just war. We will understand it in the context of Cicero's thought

and its background in Hellenistic philosophy, and we will also do readings in translation that show its subsequent influence. Prerequisite. To enroll for credit, you must have had five quarters of Latin or the equivalent preparation. Others may audit. The translating will always be done in the first hour of the class, so those who do not want to participate can arrive an hour late. Requirements: a midterm and a final exam, and a final paper. Winter: Martha Nussbaum

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY

The Police Accountability Project (PAP) is a start-up project that began in Fall 2000. The Project's goals are to enhance police accountability and improve police services in Chicago through a combination of litigation and non-litigation strategies. Through the lens of live-client work, students study the nature of police accountability and misconduct in Chicago and the primary challenges to improving police services. Together, we examine how and where litigation fits into broader efforts to improve police accountability and ultimately our criminal justice system. PAP provides legal representation to indigent victims of police abuse in federal civil rights cases, administrative proceedings, and a limited amount of state criminal litigation. The Project takes on cases that would not ordinarily be brought by the private bar, focusing on those that have potential to raise public consciousness and to facilitate reform. Students work on all aspects of PAP's litigation, from early case investigation and the filing of a complaint through all pretrial, trial, and appellate advocacy. In addition to its litigation activities, PAP has developed a number of programs and reform-oriented strategies in partnership with a diverse array of community, legal, and law enforcement groups. For example, PAP has formed a partnership with public housing residents in Stateway Gardens, a public housing community just a 10-minute drive away from the Law School, to address police accountability, service, and community relations issues. As with PAP's litigation activities, students are fully integrated into PAP's public education, policy reform, and community work. Students are also expected to develop and update PAP's project manual. Second-year students wishing to enroll in the Project are required [strongly encouraged] to take Evidence and Criminal Procedure I early in their second year. Constitutional Law III is also recommended. Third-year students are required to complete, prior to their third year, Evidence, Criminal Procedure I, either Pretrial Advocacy or Major Civil Litigation, and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in PAP is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy. Autumn, Winter, Spring: Craig Futterman

CLASS ACTION CONTROVERSIES

This seminar will address the legal principles that govern class action litigation in federal and state courts. The seminar will discuss the requirements of Rule 23, current issues and recent court decisions, legislative modifications to class action practice, constitutional principles applicable to class actions, and the legal, practical, and ethical issues that arise in class actions. Students will be evaluated based on class participation and their final option. Students have the option of submitting a seminar paper or taking an examination at the conclusion of the quarter. Students wishing to receive a third credit will need to submit additional written work. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). . Winter: Michael Brody

CLIMATE CHANGE

This seminar will study the law, economics, and policy of climate change. It will be centered around a simulation of climate change negotiations. Students will be assigned to represent a nation or region as diplomats at an international climate change treaty negotiation (sorry, no exotic locations, just a seminar room). The initial sessions will be devoted to briefings for the diplomats from scientists, economists, and industry. If possible, we will have field scientists and representatives from industry do these briefing and the student/diplomats will have the opportunity to pose questions. The latter part of class will devoted to the negotiations and a debriefing. Student/diplomats can also negotiate outside of the formal in-class negotiations, with nations making any side-deals that they desire. Student/diplomats will have to prepare position papers for their countries that examine the incentives of the country to participate in various treaties, including the impact of climate change on that country, the costs of mitigation of the harm, and the local industries affected by a treaty. Position papers should also consider issues of justice: how much of the burden should each nation be obligated to bear. Grades will be based on the position papers and class participation, including advocacy of your country's interests. Enrollment is limited to 20. Autumn: David Weisbach

COMMERCIAL LEASING: LAW AND PRACTICE

Young corporate associates are often given significant assignments in negotiating and drafting commercial leases. This seminar is designed to give students not only in-depth knowledge of much of the substantive law underlying such leases but also to provide them real-life opportunities to see how this knowledge will be used in every day practice. Students will, for most exercises, be assigned to two-person teams. Each team will be its own law firm and will draft work product without consulting other teams or third party materials, unless permitted to do so by the professor. On two occasions teams will be responsible for drafting clauses for inclusion in a lease – clauses which deal with substantive

law already covered in the classroom. About mid-way through the course each student will receive a new lease and be asked to write a letter to his or her client, explaining the most important clauses and suggesting what to do about them. The final course exercise will involve introduction of yet another new lease form with two-person tenant teams submitting a list of objections to corresponding two-person landlord teams. The teams will then negotiate the objections and landlord teams will then draft the agreed-upon changes. The tenant teams must then review the changes for conformity with the negotiated agreements. By the end of this course, students will have developed a genuine understanding of the major terms of an office lease, the goals and objectives of both parties to such a transaction, and the practice skills crucial to effective representation. There will be no final exam. Enrollment will be limited to 20 students. Winter: Jack Oest

COMMERCIAL REAL ESTATE TRANSACTIONS

This course examines the legal and business aspects of commercial real estate transactions, including purchase and sale contracts, choice of entity and tax considerations, condition of title and title insurance, survey, warranties, construction lending and construction contracts, and basic financing structures. The student's grade is based on a final examination. Autumn: Jeff Leslie

COMPARATIVE CONSTITUTIONAL LAW

This course surveys constitutional cases and developments in leading foreign jurisdictions such as Australia, Canada, Germany, India, Israel, South Africa and the United Kingdom with a view to gaining deeper insights into the nature of constitutionalism the U.S., and the way in which it may or may not be open to change in the future. In particular, it examines how these and select other jurisdictions have dealt with emergency legislation post-9/11, affirmative action, abortion, gay and lesbian rights, hate speech, pornography, libel, religious free exercise (especially as it arises in the context of religious sacraments, religious dress and the military), sexual violence and socio-economic rights, when compared to the U.S. A student's grade will be based on a take-home final exam and class participation. Winter: Rosalind Dixon

COMPARATIVE FAMILY LAW

This course will examine various family law topics from a comparative perspective. We will compare various countries' and cultures' approaches to topics such as the regulation of marriage, gender equality in the family, support of children, reproductive issues, assisted reproduction, child rearing practices, adoption, and children's rights. Students will be required to write three or four brief papers during the quarter, and may also be asked to comment on others' papers. With instructor approval, a student may write a paper on a topic from the class as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Enrollment will be limited to 20 students, and those who have already taken a basic family law course or Parent, Child and the State will be given priority. Spring: Emily Buss

COMPARATIVE JUDICIAL POLITICS

This seminar will survey the comparative literature on courts and politics. Readings will cover courts in the European Union, East Asia, the former Soviet Union and Latin America, as well as theories of judicial politics in both autocracies and democracies. Students will be expected to write an independent research paper on an issue relevant to the course. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Autumn: Tom Ginsburg

COMPARATIVE LEGAL INSTITUTIONS

This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the structure of different legal systems and the consequences of those structural differences for law and society. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. The course will conclude with reflections on what a comparative perspective tells us about American legal institutions. Course grades will be given on the basis of a take-home written exam, with a small component for class participation. Spring: Tom Ginsburg

COMPETITION POLICY IN THE EUROPEAN COMMUNITY

This seminar provides an introduction to the law and practice of competition policy of the European Union. It will focus particularly on the economic reasoning behind the design of EU competition law and its application to particular business practices. The course first focuses on the objectives of competition policy in the EC including its foundations in a particular economic approach to competition policy known as the *ordo-liberal* school. It will then cover the major areas of EC competition law including cartels and the exemptions for cooperative behavior; abuse of dominance including essential facilities, tying, bundled rebates, and exclusive dealing; and mergers. It will also examine State aid

policy under the EC treaty including the rationale for prohibiting state subsidies of industry and the application of State aid by the European Commission and courts. The course will introduce students to the major EU cases, with a particular focus on recent Commission decisions and court judgments, and to efforts to introduce economic reasoning into EU competition law and to move from form-based to effects-based analyses. Grade will be based primarily on a paper (25-30 pages). Spring: David Evans

COMPLEX LITIGATION

An advanced civil procedure class, this course will introduce students to complex civil litigation, and the various ways available in the federal system to aggregate multi-party, multi-issue, and multi-forum disputes. The class will cover both the theory of the various laws and devices used in aggregation, and also the practical aspects of how those laws and theories succeed (or not) in achieving fair and efficient disposition of disputes. Topics covered will include the various mechanisms for aggregating parties, including joinder, intervention, interpleader, and class actions; relevant venue and consolidation considerations, including multi-district transfer and consolidation; federal jurisdiction and preclusion rules that affect aggregation; and relevant choice of law issues. Grading will be based on an open-book take-home final examination, with some account taken of class participation. Spring: Brian Murray

CONCLUDING COMPLEX BUSINESS TRANSACTIONS

This seminar will examine the role of the attorney in advancing client interests, balancing business risks and, in all other relevant respects, adding value in a variety of business contexts across a range of industries (e.g., finance, retail, energy, healthcare, and IT). Students will be presented with broad business objectives and parameters, and charged with structuring, negotiating, and concluding deals that best meet client needs while taking into consideration the constraints informed by differing positions of negotiation leverage. Through exposure to diverse transactions, students will encounter and learn to deftly handle recurring and customary practice challenges and pitfalls. In-class negotiations and written assignments (of the sort typically required in legal practice) will form an essential element of the seminar and of the student's grade (approximately 70 percent); performance on a take-home examination will form the balance of the student's grade (approximately 30 percent). Autumn: David Zarfes

CONSTITUTIONAL DECISION MAKING

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 the 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 is not a prerequisite 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. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Geoffrey Stone

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE

This course analyzes 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 among 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. The student's grade is based on class participation and a final examination. Autumn: Aziz Huq; Winter: Alison LaCroix

CONSTITUTIONAL LAW II: FREEDOM OF SPEECH

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 and class participation. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Winter: Geoffrey Stone

CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS

This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, and other characteristics, and the recognition of individual rights not explicitly enumerated in the Constitution. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student's grade is based on a final examination. The course may be limited in enrollment. Autumn: Adam Cox; Spring: Geoffrey Stone

CONSTITUTIONAL LAW V: FREEDOM OF RELIGION

This course explores the relationship between religion, constitutional law, and judicial review in the United States. Students will consider how political institutions might be designed in light of religious commitments in society, and then study the influence of constitutional adjudication and the character of judicial doctrine. Students are encouraged to complete Constitutional Law I before enrolling in this course. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Grades are based on a final exam and class participation. Spring: Adam Samaha

CONTRACT THEORY

This course surveys the current literature on contract theory with an emphasis on questions of interpretation, problems posed by remedies, and the results of empirical studies. The section on interpretation covers modern takes on the debate between formal interpretation, which seeks to minimize the use of evidence that is outside the four corners of a contract, and contextual interpretation, which emphasizes the dynamic character of contracts. The remedies module looks at the classic literature on the expectation interest and modern skepticism about that goal. Coverage of empirical work focuses on several areas including what these studies say about the truth of common perceptions about consumer contracts and the results of controlled experiments that look at changes in behavior based on changes in contract terms. Grades are based on response papers and class participation. Some background in economics, such as an undergraduate course in microeconomics or the Law and Economics course at the Law School, is helpful, but not required. Spring: Adam Badawi

CONTRACTING LAB/IT AND IP SECTORS—MICROSOFT

The objective of this two-quarter seminar is to create a student laboratory that will work closely with Microsoft's Redmond, Washington-based Office of Corporate and Legal Affairs on legal initiatives relative to the practice of a multinational software and technology-based business. One of our tasks will be to develop industry-specific terms and templates for hardware, software, and IT services transactions and, in this regard, we will likely involve Microsoft and a number of its competitors and clients in discussions of industry-wide best legal and contracting practices. Research assignments and presentations focusing upon data privacy, cross-border regulations, and legislative initiatives, as well as other issues relevant to the industry, will complement practice-oriented assignments. This lab mirrors a real-world work experience, and students are expected to treat the class as such by responding to all email or phone communications within 24 hours, and by exercising a high level of professionalism. The volume of work for this class may at times exceed the number of credits to be awarded, and students should bear in mind that some fruits of the lab derive from the hands-on experience and client development opportunities that each project entails. The student's grade will be based upon the quality of work product (50 percent), appropriate attention to client service (25 percent), and collaborative efforts within a team environment (25 percent). Students are required to register for two consecutive quarters (Fall/Winter or Winter/Spring). Enrollment capped at 12 students. Autumn, Winter: David Zarfes

CONTRACTING LAB/SERVICES SECTOR—ACCENTURE AND NORTHERN TRUST

The objective of this two-quarter seminar is to create a student laboratory that will work closely with the legal teams from Accenture and Northern Trust on legal initiatives relative to the practice of multinational clients in the services sector. Students will be given a wide range of responsibilities in connection with one or more of the projects, including: for Accenture, (1) government contracts and processes: analyze substantive terms and conditions in governmental contracts to determine and assess negotiation trends and procedural rules that might inform revisions to Accenture's negotiating methodology; (2) top law firms and third-party advisors supporting outsourcing transactions: interview top law firms and third party advisers that support outsourcing contracts to determine their negotiation styles and strategies, and assess market trends and futures outsourcing movement with an eye toward the current economic environment; and (3) contract negotiation methodology: work with Accenture's negotiation teams to assess internal effectiveness of Accenture's methodology training techniques and support activities, research best practices for negotiation culture change, and furnish recommendations for additional programs to increase Accenture's negotiation effectiveness; and, for Northern Trust, review and analyze key contracts and provisions for asset servicing, fund administration, and related services to a wide range of institutional investors world-wide. This lab mirrors a real-world

work experience, and students are expected to treat the class as such by responding to all email or phone communications within 24 hours, and by exercising a high level of professionalism. The volume of work for this class may at times exceed the number of credits to be awarded, and students should bear in mind that some fruits of the lab derive from the hands-on experience and client development opportunities that each project entails. The student's grade will be based upon the quality of work product (50 percent), appropriate attention to client service (25 percent), and collaborative efforts within a team environment (25 percent). Students are required to register for both quarters. Enrollment capped at 12 students. Autumn, Winter: David Zarfes

COPYRIGHT

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

CORPORATE FINANCE

This course examines basic corporate financial matters, including valuation of securities and projects, portfolio theory, returns to risk bearing, the theory of efficient capital markets, the use and valuation of options and derivatives, and corporate capital structure. The course primarily focuses on the financial aspects of these matters rather than on any specific laws governing particular transactions, and the textbook is a basic business school corporate finance textbook. A student's grade is based on a proctored final examination. Students with substantial prior exposure to these issues (such as students with an MBA, joint MBA/JD, and undergraduate finance majors) are ineligible for the course. Winter: David Weisbach

CORPORATE GOVERNANCE

This course focuses on current topics in US corporate governance. It 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 60percent. 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 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, class participation will count for 40 percent 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 to familiarize themselves fully with American corporate law. Autumn: Lisa Bernstein

CORPORATE LAW IN JAPAN

This seminar examines selected topics of corporate law in Japan, employing the method of functional and comparative analysis. Although Japanese corporate law is similar to the U.S. law in many aspects, there are also many differences, and some of them reflect differences in social and economic backgrounds in both countries. This course selects several important rules (statutes and case laws) of Japanese corporate law and examines what functions they have, whether or to what extent those rules are different from American counterparts, and if there are differences, whether there is any rationale for them. Topics include internal governance structure of a corporation, duties and liabilities of directors and their corporation to public investors, recent cases about squeeze-out transactions and takeover defenses, and special rules for corporate reorganization (bankruptcy). Winter: Wataru Tanaka

CORPORATION LAW

This four-credit course is an introduction to the law governing the modern business corporation. It focuses on both large and small firms and pays particular attention to mergers and acquisitions as well as the allocation of control among managers, boards of directors, and investors. The student's grade will be based on a proctored final examination. Autumn: Joseph Isenbergh

CORPORATION LAW

This course offers an introduction to the economic theory and basic legal principles governing the relationship among managers, investors, and creditors in business enterprises of all sizes. Grades will be based on class participation and a final examination. Winter: M. Todd Henderson

CRIMINAL AND JUVENILE JUSTICE PROJECT

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 Legal Profession. 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. Autumn, Winter, Spring: Herschella Conyers; Randolph Stone

CRIMINAL LAW, PUNISHMENT, AND DESERT

This seminar examines the common assumption that criminal wrongs and moral wrongs are closely related and that state punishment should track moral desert in some meaningful way. The seminar asks whether moral desert should have a place in our understanding of criminal law at all, and what shape moral desert assumes and should assume when it is fashioned as the core of a state institution. These questions will be examined through a study of various theoretical issues, such as justification of punishment, the harm principle, criminalization, self-defense, necessity, and malum prohibitum. Grades will be based on reaction papers and class participation. Autumn: Youngjae Lee

CRIMINAL PROCEDURE II: THE FEDERAL ADJUDICATIVE PROCESS

This course will conduct a survey of pre-trial and post-trial federal criminal procedure and the federal criminal process after formal proceedings have commenced, focusing on the constitutional and statutory law that governs at each stage. Topics will include: pretrial release and detention, the preliminary hearing, the grand jury, the charging instrument, joinder and severance, discovery, selected trial issues (including confrontation rights), plea bargaining and negotiation, and sentencing. We will also examine perspectives on prosecutorial discretion and ethics, as well as ethical issues surrounding the representation of criminal defendants. Various guest speakers will visit class, including federal district court judges. The student's grade will be based on an in-class examination and on several short writing assignments. (This course will not cover any of the material addressed in Criminal Procedure I, and that course is not a prerequisite.). Autumn: Alison Siegler

CRITICAL LEGAL, SOCIAL, AND POLITICAL THEORY

This seminar will explore contemporary debates in critical legal, social, and political theory focusing primarily on issues of punishment and social control. We will read recently published and works-in-progress by contemporary theorists, such as Keally McBride, David Garland, and Loïc Wacquant. We will also have presentations by some of these and other contemporary theorists on their works-in-progress. Spring: Bernard Harcourt

CURRENT CONTROVERSIES IN CORPORATE AND SECURITIES LAW

This seminar deals with the most important developments in U.S. (and to some extent global) corporate and securities practice during the preceding year. The course and discussions provide analysis of the legal, political, and economic implications of these Developments. Each student submits one paper and gives an oral presentation and analysis of another student's paper. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Winter: Richard Shepro

DISTRESSED INVESTING AND BANKRUPTCY LITIGATION

This seminar will evaluate recent and ongoing bankruptcy litigation from the perspective of a "vulture" investor. Each week, we will focus on a particular debtor and attempt to value (often illiquid) assets whose future prices will be largely determined by the resolution of legal questions associated with the debtor's bankruptcy. Participants in the class will divide into three teams, each of which will make a weekly presentation responding to a particular piece of the investment-decision puzzle. Because market conditions are ever changing, the specific topics we will cover cannot be relayed in advance, but will likely include: first-day orders and critical-vendor payments, executory contracts, DIP financing and adequate protection, valuing contingent claims, the automatic stay, bankruptcy jurisdiction, substantive consolidation, and disposing of estate property. Bankruptcy is a firm prerequisite; secured transactions and a familiarity with financial-statement analysis are not required but will prove useful. Enrollment will be limited to 12 students, and grades will be based on class participation and the weekly presentations. Students should expect to dedicate significant time outside of the seminar to the weekly projects. Autumn: Ashley Keller

DIVORCE PRACTICE

This seminar provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of Family Law is recommended. The seminar will familiarize you with the complexities that arise when a family is divided and wife and husband are dissolving their marriage. Topics are covered in the sequence of an evolving case from the perspective of a practicing lawyer and include initial client interviews and retention, determination of jurisdiction, interstate and international parental kidnapping, domestic violence, temporary and permanent child custody and visitation, temporary and permanent maintenance for spouse and support for children, awards of attorneys' fees and costs, exploration of property rights and factors for determining a division, the valuation process and problems in dividing certain types of property, pre- and post-marital agreements; pretrial discovery, preparation for trial, common evidentiary issues, federal tax aspects of marital dissolution, and effects of bankruptcy. Fifty percent of the student's grade is based on class participation, and fifty percent is based on the drafting of court pleadings and legal memoranda. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Autumn: Donald Schiller

DRAFTING CONTRACTS: THE PROBLEM OF AMBIGUITY

This seminar examines what is arguably the most common cause of litigation over contracts—ambiguity. By reviewing and discussing many specific examples of ambiguity, students will learn to identify the various forms of ambiguity that occur in contracts and how to eliminate them. Using the readings and handout materials, students will prepare a checklist of ambiguity issues that will help them identify and eliminate ambiguity in all types of contracts that they will draft or review throughout their legal careers.

The seminar will analyze such issues as how an easily avoidable case of contract ambiguity led to the largest civil damages award in American history; how a case of postmodification ambiguity caused a million dollar ambiguity in a contract; how Roger Casement was “hanged by the comma” in the English Treason Act of 1351; and how a case of postmodification ambiguity altered the course of World War II. Grades will be based on a proctored final exam.

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EAST ASIAN LAW

This course will cover the East Asian legal tradition, primarily but not exclusively focusing on China and Japan. East Asia is well-known for its remarkable economic development in recent decades, but has also been the home of a long tradition of thinking about law in a way that differs from the assumptions of Western liberal democracy. The course begins by exploring this tradition, and then traces the history of legal institutions in the region, focusing on the encounter with Western legal systems beginning in the 19th century. We will then analyze the major institutions of criminal, civil and administrative law in postwar East Asia and their recent transformations. The focus of this course is not on particular areas of doctrine, but on the ideas and institutions that make East Asia distinctive. Grading will be on the basis of a take-home exam or research paper at the students' discretion. Winter: Tom Ginsburg

ECONOMIC ANALYSIS OF THE LAW

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. Spring: Thomas Miles

ELECTRONIC COMMERCE LAW

This seminar focuses 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 seminar 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, 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 seminar will be suitable for papers. Enrollment is capped at 20. Students may either write a substantial paper or write a shorter paper and make a presentation to the class at the end of the quarter. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Marsha Ferziger Nagorsky

EMOTION, REASON, AND LAW

Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent

theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. The first part of this course will study major theories of emotion, asking about the relationship between emotion and cognition, focusing on philosophical accounts, but also learning from anthropology and psychology. We will ask how far emotions embody cognitions, and of what type, and then we will ask whether there is reason to consider some or all emotions "irrational" in a normative sense. We then turn to the criminal law, asking how specific emotions figure in doctrine and theory: anger, fear, compassion, disgust, guilt, and shame. Legal areas considered will include self-defense, reasonable provocation, mercy, victim impact statements, sodomy laws, sexual harassment, shame-based punishments. Next, we turn to the role played by emotions in constitutional law and in thought about just institutions – a topic that seems initially unpromising, but one that will turn out to be full of interest. Other topics will be included as time permits. Grades will be based on a final exam or, with instructor permission, a final paper. College students may enroll only with the permission of the instructor. Spring: Martha Nussbaum

EMPIRICAL LAW AND ECONOMICS

This seminar evaluates recent empirical work in the field of law and economics. Students will develop skill in critiquing the theory motivating empirical inquiry, the data chosen for analysis, and the statistical methodology employed. Particular attention will be given the methods used to evaluate causal empirical claims in law & economics. Grades will be based on class participation, a short research paper (not exceeding 15 pages) that proposes an empirical project, and in-class presentation of the research paper. Spring: Thomas Miles

EMPLOYMENT AND LABOR LAW

This seminar provides an overview of the law governing the employment relationship in the United States. We will examine the nature of the employment relationship, the common law doctrine of employment at will and its exceptions, and the basics of federal antidiscrimination statutes, including Title VII, the Americans with Disabilities Act, and the Age Discrimination in Employment Act, and selected topics arising thereunder. We also will cover the core principles of labor law, including the protection of concerted activity, the collective determination of terms and conditions of employment, and the means of enforcement of collective bargains. Study materials will be drawn from a casebook and statutes, supplemented with illustrative employment contracts, separation and release agreements, collective bargaining agreements, and other materials. The student's grade will be based on a final examination and class participation. Autumn: Sallie Smylie; Timothy Stephenson

EMPLOYMENT DISCRIMINATION LAW

This seminar deals with the problem of discrimination in the American workplace and the federal and state statutes that have been enacted to prohibit it. Primary focus will be on the major federal equal employment opportunity statutes (Title VII of the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act), the types of claims that are brought under these laws (disparate treatment, disparate impact, mixed motives, and retaliation claims), and the varying burdens of proof/persuasion, procedural prerequisites, and remedies provided by these statutes, along with current proposals for legislative change. The student's grade will be based on class participation and a final examination; students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam. **THE CLASS WILL NOT MEET DURING THE WEEK OF MARCH 29, 2010, but will meet for seven weekly sessions beginning with the week of April 5, 2010.** Three class sessions (including the first) will be two hours in length; the remaining four will be two and one-half hours long. Enrollment will be limited to 20 students. Spring: James Whitehead

EMPLOYMENT DISCRIMINATION PROJECT

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 work place. 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 employer's discovery, reviewing the information produced in discovery, etc.) and pretrial preparation (i.e., interviewing witnesses, drafting the pretrial 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 Project are required to take Evidence. Third-year Students are strongly encouraged to take, 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 the Law School Announcements and by the approval of the clinical staff. Autumn, Winter, Spring: Randall Schmidt

EMPLOYMENT LAW

This is a survey course covering the statutory and common law rules governing the employer-employee relationship. The issues to be considered include employment at will, employment discrimination, the regulation of wages and hours, laws governing employee leaves of absence from work, workplace health and safety, and the enforcement of employee rights. Grades will be based on a final examination. Autumn: Julie Suk

ENTREPRENEURSHIP AND THE LAW

This seminar examines how the regulatory environment and legal advice shape entrepreneurial enterprises, particularly micro-enterprises in the US. The course explores the position of the entrepreneur in society, in the economy, and in our constitutional framework, in order to analyze the entrepreneur's fundamental legal needs. The seminar then surveys legal questions particular to start-ups, including strategies for structuring a business organization, licensing, financing, and protecting intellectual property. Throughout the course, students will analyze strategies for counseling entrepreneurial clients. This seminar is a prerequisite for participation in the Institute for Justice Clinic on Entrepreneurship by 2Ls and a co-requisite for participation by 3Ls. Students' grades will be based on active participation and several short writing assignments. Autumn: Elizabeth Milnikel; Emily Satterthwaite

ENTREPRENEURSHIP IN PRACTICE

This seminar will focus on the legal and non-legal tactical details of entrepreneurial endeavors. The legal specifics of corporate formation, tax, contracts, etc, are well covered by a variety of other courses at the Law School. The course will examine the life stages (formation, financing, execution, and exit) of a venture-backed company from the entrepreneur's perspective. Students who are interested in either starting companies or working with startup founders as their legal counsel will solidify their foundations in this course. There will be no textbook - course materials will include PowerPoint slides, readings from various entrepreneur and venture capital blogs, sample business plans, and other sources. Grades will be based on a 60 minute oral business plan presentation with accompanying slide deck and written business plan, individually or in teams of up to 3. Unlike past years, there will be no option to take an exam instead of writing and presenting a business plan. Autumn: John Rodkin

ENVIRONMENTAL LAW

The course offers an introduction to the legal regulation of environmental quality. The course covers the principal environmental statutes, particularly the Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Liability Act (the Superfund statute), the Endangered Species Act, and the National Environmental Protection Act. Illustrative topics include the theoretical foundations of environmental regulation, including economic and non-economic perspectives on environmental degradation; the objectives of environmental regulation; the valuation of environmental benefits; the distributional consequences of environmental policy; and the choice of regulatory tools, such as command-and-control regulation, taxes, marketable permit schemes, liability rules, and informational requirements. The student's grade is based on a final examination. Spring: Jacob Gersen

EVIDENCE

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

EVIDENCE

This course examines the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance, character evidence, the hearsay rule and other rules of exclusion, and examination and privileges of witnesses. The student's grade is based on a proctored exam. Spring: Emily Buss

EVOLUTION OF LEGAL DOCTRINES

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. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Frank Easterbrook

EVOLVING REGULATION OF FINANCIAL INSTITUTIONS AND MARKETS

In this time of turmoil in markets and the attendant need to refinance financial institutions it is likely that there will be a substantial revisiting of regulation of businesses and markets. This seminar will be a largely unstructured effort to investigate (and to create) various proposals in connection with the emerging debate on how to address these issues and institutions. The idea of the seminar is to form groups to focus on topics of interest leading to student reports and papers. We will meet weekly on Mondays at 1:30. No prior courses are required but students will be responsible for acquainting themselves with present regulation and our interest will be on proposed changes in light of the current financial crisis. Space is limited and closed to those already in the Bailouts seminar. Spring: Andrew Rosenfield

EXECUTIVE BRANCH DESIGN

This seminar will explore selected topics concerning institutional design of the executive branch. Topics covered will include hierarchical control, signing statements, inherent executive authority, executive immunities, civil service, executive statutory interpretation, spending powers, and presidential transitions. Additional or alternative topics may be added depending on student interest. Winter: Jacob Gersen

EXONERATION PROJECT

The Law School, the Clinical Programs, the law firm of Loevy & Loevy, and the Truth and Justice Project are pleased to announce the start of a new clinical program: The Exoneration Project. The Exoneration Project will begin in January 2008 and will provide representation to clients who are asserting their actual innocence in state and federal court. Students in the Project will be involved in all aspects of the case from initial case selection through investigation and litigation. This new clinical project is open to all 2L's and 3L's who are not currently in and have not been in any other clinical project. It is expected that the project will take 8-10 students in January. A preference will be given to 3L's who have not been in a clinical program and who are on the waiting lists of the various clinics. A special lottery will be conducted for all interested students. Students selected for this project will receive credit for the work they do in accordance with the credit rules for all other clinical programs. Autumn, Winter, Spring: Russell Ainsworth; Gayle Horn; Jon Loevy; Tara Thompson

EXPRESSIVE DIMENSIONS IN LAW

People often make descriptive or normative claims about law or legal action based on what one or the other says. For example, people claim that law has positive or negative symbolic value, that legal actions such as prosecutions or convictions send a message, or that the law influences behavior by its expressive power, separate and apart from its sanctions or legitimacy. In criminal law, some theorists have distinguished punishment from penalties (or prices) by the nature of what punishment expresses. Others claim that we can't legalize sales of human organs or illicit drugs without sending the wrong message. In the law of equality, some theorists have identified the wrong of discrimination, including

state discrimination in violation of equal protection, by the nature of what a discriminatory act expresses. Still other theorists posit that law influences behavior across domains by signaling information or by changing the social meaning of an action. Occasionally, the law tries to regulate the state's expression, as in the interpretation of the Establishment Clause that prohibits state action that endorses religion. In this seminar, we will examine these many different kinds of expressive claims in legal theory and try to come to a more considered, systematic view about them. A student's grade will be based on reaction papers, a short (10-12 page) research paper, and class participation. Autumn: Richard McAdams

FAIR HOUSING

This seminar will focus on the law and policy of fair housing, broadly construed. Significant attention will be devoted to antidiscrimination laws in housing, including the federal Fair Housing Act. We will also explore existing and proposed policies for improving access of lower-income people to housing. The dynamics of segregation and concentrated poverty will be examined, as well as the effects of zoning and other land use controls. Additional topics may include urban squatting, rent control, gentrification, subprime lending, the siting of locally undesirable land uses, and the use of eminent domain in blighted areas. The student's grade will be based on class participation and the student's choice of either a major paper or a series of short research papers. With instructor approval, writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Lee Fennell

FEDERAL CRIMINAL JUSTICE PROJECT

The Federal Criminal Justice Project's primary mission is to zealously represent indigent defendants charged with federal crimes while giving students a unique opportunity to practice in federal district court. The FCJP will represent clients from arrest through trial or guilty plea and sentencing, and will also represent clients on probation/supervised release, appeal, and beyond. Students will be assigned to cases in teams of two, and will advocate orally and in writing on behalf of their clients at every stage of the case. FCJP students will interview clients and witnesses; conduct and participate in bond hearings, preliminary hearings, arraignments, plea hearings, sentencing hearings, and trials; prepare and file written motions; negotiate with Assistant United States Attorneys and probation officers; and participate in investigations. In addition to representing individual clients, the FCJP will serve as an information clearinghouse and resource for Chicago federal criminal defense lawyers, and will work to address larger systemic problems. Students will learn to represent clients at every stage of a federal criminal case by attending required weekly supervision sessions that will include skills exercises and simulations, as well as lectures and discussions. Given the intensity and timeline of federal criminal cases, students are required to commit to three quarters in the FCJP, and will receive a total of six credits (averaging out to two credits per quarter). The prerequisites are Evidence, Criminal Procedure I, and the Intensive Trial Practice Workshop. In addition, students in the clinic are required to take Criminal Procedure II: The Federal Adjudicative Process. It is strongly recommended that FCJP students take Criminal Procedure II during the fall quarter of their third year, contemporaneously with their clinic work. Autumn, Winter, Spring: Alison Siegler

FEDERAL CRIMINAL PRACTICE

This course, taught by two Assistant United States Attorneys in Chicago, will expand students' knowledge of the scope and application of federal criminal law, and will challenge students to think and act as practicing prosecutors and defense attorneys. The course will review five major areas of federal criminal law: (1) the role and scope of the federal criminal system; (2) narcotics and money laundering prosecutions; (3) the use of informants; (4) public corruption and mail fraud; and, (5) racketeering. Students will gain a working knowledge of the relevant case law on these topics, and will also review real cases prosecuted in federal court in the Northern District of Illinois. This course is unique in that it will incorporate a practical component into the last four of these subject areas. First, after we lecture one week on federal narcotics laws, students will spend the following week writing and arguing a motion to suppress based upon a narcotics fact pattern we provide. (We will divide the course evenly between prosecutors and defense attorneys.) Second, after we teach the public corruption/mail fraud topic, students will be required to submit and then argue a motion to dismiss an indictment. Third, in connection with the racketeering unit, students will give a short closing argument. Fourth, after discussing the use of cooperators and informants, students will either direct or cross examine a typical cooperating witness. Students will submit for grading all four written exercises (i.e., motion to suppress, witness examination outline, motion to dismiss and closing argument outline), and will present or argue two of these assignments. These four written and two oral exercises will provide most of the basis for their grade. Because of the practical component, class size will be strictly limited to 12 students. The four writings, up to ten pages each, will form the basis for 50percent of each student's grade. The practical exercises will form the basis for 20percent of each student's grade. Lastly, to foster discussion on every topic covered, class participation will comprise 30percent of each student's grade. Evidence and Criminal Procedure I are recommended but not required prerequisites. Spring: Lisa Noller; Daniel Rubinstein

FEDERAL HABEAS CORPUS

We will cover the history of the Great Writ and the evolution of the scope of federal habeas corpus review and relief; the Suspension Clause; habeas review in capital cases including stays of execution; alternatives to habeas review; state post-conviction proceedings; and jurisdictional issues in both the trial and appellate courts. There will be an emphasis on habeas review under the Antiterrorism and Effective Death Penalty Act, which will be particularly helpful for students taking federal judicial clerkships. Students' grades are based on in-class participation and a proctored final examination and a paper (if the three credit option is chosen). Spring: Adam Mortara

FEDERAL JURISDICTION

The role of the federal courts in the federal system. Topics will include federal question and admiralty jurisdiction, litigation against federal and state governments and their officials, abstention and related doctrines, direct and collateral review of state-court decisions, standing and other justiciability doctrines, and congressional control of the jurisdiction of the federal courts. Constitutional Law I is recommended, but not required. The student's grade is based on class participation and a final examination. Autumn: Adam Mortara

FEDERAL JURISDICTION

This course will consider the role of the federal courts in the federal system. Topics will include: the power of Congress to expand or contract the jurisdiction of the federal courts; the "federal question" jurisdiction; and litigation against federal and state governments and their officials, including official and sovereign immunities, statutory and judge-made abstention principles, and related doctrines. Constitutional Law I is highly recommended. The student's grade is based on a proctored final examination. Winter: David Strauss

FEDERAL REGULATION OF SECURITIES

This course covers the basic economic and legal principles of public equity markets. We will look at the public offering (IPO) and private placement process in some detail, paying special attention to the key securities statutes and the complex rules issued by the Securities and Exchange Commission. We will also examine the basic principles of trading, including tender offers, private securities actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law is a prerequisite, although it may be taken concurrently. Grades will be based on class participation and a standard final examination. Autumn: M. Todd Henderson

FEDERAL REGULATION OF SECURITIES

The securities laws govern the way in which a company may raise, and seek to raise, capital; they also impose substantial ongoing obligations upon companies and their security holders in both private and public contexts. Accordingly, the aim of this course is to provide a basic working knowledge of the securities laws to soon-to-be lawyers who will find themselves advising clients that seek to raise (or have raised) either public or private capital. The course will analyze methods of regulation (and possible alternative methods), the financial/institutional context in which the securities regulations exist, and the application of these regulations to real-world situations. Grades will be based on class participation and a final examination. Spring: James Spindler

FEDERAL SENTENCING: BALANCING JUDICIAL AND PROSECUTORIAL DISCRETION

The Supreme Court has dramatically changed the federal sentencing landscape in recent years, making federal sentencing the least settled and most dynamic area of federal criminal jurisprudence. This seminar examines the recent federal sentencing revolution in the context of the history of federal sentencing. We will study the Federal Sentencing Guidelines and recent Supreme Court cases that struggle to define the Guidelines' proper role in sentencing. A central focus of the seminar will be the ongoing struggle to balance judicial discretion and prosecutorial discretion, and the fundamental tension this creates between the executive branch and the judiciary. The seminar will also focus on the ongoing debate over sentencing disparities. Reading materials are varied and include Supreme Court and lower court cases, the Federal Sentencing Guidelines, law review articles, Sentencing Commission studies and reports, and Department of Justice internal directives. Various guest speakers will visit class, including federal district court judges and an Assistant United States Attorney. Students will be expected to complete a 20-25 page practice-oriented research and writing assignment based on an actual federal case. Students will be graded based on their written submissions and class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Alison Siegler

FINANCIAL ACCOUNTING

The course is presented from the perspective of a practicing lawyer who must apply an understanding of accounting principles to provide relevant and accurate legal advice. While the course begins with a review of the fundamentals of accounting concepts and principles, it concentrates on their application in typical legal practice settings such as contracts, mergers and acquisitions, shareholder reporting, regulatory reporting, management reporting, bankruptcy

and litigation. A student's grade will be based on class participation and a final examination. No entry-level accounting class may have been taken prior to taking this class. Winter: David Bowers

FINANCIAL CRISIS OF 2008–2009: LEGAL ISSUES

The government's response to the Financial Crisis of 2008-2009 generated a number of legal controversies. This seminar will address, among others, legal issues raised by the bailouts of financial institutions, the authority of the Fed and the Treasury, the TARP law, bankruptcy reform, mortgage modification, and reform of financial regulation. Grades will be based on a major paper or series of short research papers. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Spring: Eric Posner

FOOD AND DRUG LAW

This course explores federal regulation of products subject to the jurisdiction of the Food and Drug Administration (FDA). These products include food, human prescription and nonprescription drugs, animal feed and drugs, biologics and blood products, medical devices, and cosmetics. The course examines the public policy choices underlying the substantive law, FDA enforcement power, and agency practice and procedure. The course covers such contemporary issues as expediting approval of AIDS and cancer drugs, importing drugs from abroad, compassionate use of experimental products, requiring adequate consumer and professional labeling for FDA-regulated products, and the relationship among international, federal, and state regulatory requirements. A prior course in Health Law is desirable but not a prerequisite. The student's grade will be based on final examination. Autumn: Anup Malani

FOREIGN RELATIONS LAW

This course examines the constitutional and statutory doctrines regulating the conduct of American foreign relations. Topics include the allocation of foreign relations powers between the three branches of the federal government, the status of international law in U.S. courts, the scope of the treaty power, the validity of executive agreements and the power to declare and conduct war. The course will also focus on the political question and other doctrines regulating judicial review in foreign relations cases. Where relevant, current events will be explored, such as ongoing controversies regarding individual rights during wartime, the post-September 11 war on terrorism and the war in Iraq. Grades will be based on a final examination. Autumn: Daniel Abebe

FUNDAMENTAL LEGAL CHANGE

In this two-quarter seminar, students will investigate fundamental legal change in the United States. The goals of the seminar are to define fundamental legal change, explore its causes, and consider whether it leads to fundamental social change. During the Autumn Quarter, students will discuss the concept of fundamental legal change and choose concrete examples for additional study. During the Winter Quarter, each student will deliver an in-class presentation on one of these concrete examples. A wide variety of topics are eligible for student presentations--change that occurred recently or decades ago, change in private law or public law, change in institutional design or law enforcement strategy, and so on. The seminar will meet during parts of both the Autumn and Winter quarters; there will be 12 class meetings in total. Students will earn three credits for completing the seminar, and they will have the option of writing a research paper for JD writing credit (SWP for JD '10; SRP or WP for JD '11 and JD '12). . Autumn: Adam Samaha

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FUNDAMENTALS OF ACCOUNTING FOR LAWYERS

This course will teach the basic fundamentals of accounting to better prepare you to recognize and understand financial business issues related to the practice of law. Topics include key accounting concepts, reading financial statements and financial statement analysis. The class sessions will include guest speakers presenting on current accounting hot topics such as Sarbanes Oxley, International Financial Reporting Standards (IFRS) and forensic accounting (investigating accounting frauds). The class is designed for those who have never taken an accounting class and/or have little financial background. There are no prerequisites but you should not take this class if you have taken an accounting class before

or if you have experience in finance or accounting. Grades will be based on papers and a final examination. Autumn: Philip Bach; Lynne Inman; Graham Murphy

FUTURE OF THE VOTING RIGHTS ACT

Four decades after its passage, the Voting Rights Act is at a crossroads. Some critics have argued that the Act is obsolete. In the spring of 2009 the Supreme Court went further, suggesting that core parts of the Act may be unconstitutional. This seminar will be structured as a simulated working group within the Justice Department, tasked with advising the President about how to respond to these concerns about the Act. Should the Voting Rights Act remain unchanged, be amended, or be repealed? To develop a joint recommendation, we will spend the first half of the seminar tracing the history of the Act and the role that race plays today in American politics. During the second half of the seminar students will select sections of the task force recommendation on which to work. In small groups, students will lead class discussion on their section and then author that section of the report. Grades will be based on class participation and the written report sections. Spring: Adam Cox

GAME THEORY AND THE LAW

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. Enrollment is limited to 20. A student's grade will be based on a take-home examination. Winter: Douglas Baird

GREENBERG SEMINAR: CAPITALISM, FOR AND AGAINST

We will read canonical texts in praise of and critical of capitalism as a means of social ordering. These are likely to include works by Friedman, Hayek, Marx, Cohen, and others. Autumn: M. Todd Henderson; Brian Leiter

GREENBERG SEMINAR: CRIME IN THE CITY OF BIG SHOULDERS

Chicago has a storied history of crimes both great and small, public and private. We will discuss historic and contemporary crime in the City of Chicago, ranging from famous murders nearly a century ago to modern issues of gangs and criminal justice. We will read: *For the Thrill of It: Leopold, Loeb, and the Murder that Shocked Chicago*; *Courtroom 302: A Year Behind the Scenes in an American Criminal Courthouse*; and *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*; along with books on the Chicago mob and 19th century vice crimes (to be chosen later). We will meet on Oct. 21, Nov. 18, Jan. 13, Feb. 24, and April 21. Autumn: Jonathan Masur; Richard McAdams

GREENBERG SEMINAR: FOOD LAW

Many aspects of people's consumption of food are affected by legal rules. The seminar will explore a variety of social policies related to food, and how they have been reflected in the law, in the past and in the present. Possible issues include everything from genetically modified food to food labeling to price and nutrition controls. The seminar is offered for 1 credit, 5 meetings. The meetings will be held on Wednesday evenings (7:30-9:30 p.m.) and rotate between the instructors' homes. Food, needless to say, will be served. Autumn: Douglas Baird; Omri Ben-Shahar

GREENBERG SEMINAR: GENDER, POWER, AND THE NOVEL

The rise in popularity of the novel accompanies many developments in law and politics relating to the status and opportunities of women. We will discuss the way in which British novels of the eighteenth and nineteenth centuries reflect these developments but also give a rich and nuanced commentary on them. We will discuss: Daniel Defoe's *MOLL FLANDERS*; extracts from Samuel Richardson's *CLARISSA*; Wilkie Collins's *NO NAME*; Anthony Trollope's *THE LAST CHRONICLE OF BARSET*; and George Eliot's *MIDDLEMARCH* - along with the views of some key commentators. We will meet six times, twice during each quarter. The last meeting will be a festive play reading of a play from the period. Autumn: Alison LaCroix; Martha Nussbaum

GREENBERG SEMINAR: THE GLOBAL FINANCIAL CRISIS

In this seminar, we will read journalistic accounts of the 2008-2009 global financial crisis. Possible readings include *In Fed We Trust: Ben Bernanke's War on the Great Panic* by David Wessel, *A Colossal Failure of Common Sense: The Inside Story of the Collapse of Lehman Brothers* by Lawrence G. McDonald, *House of Cards: A Tale of Hubris and Wretched Excess on Wall Street* by William D. Cohan, and *Bailout Nation: How Greed and Easy Money Corrupted Wall Street and Shook the World Economy* by Barry Ritholtz. Autumn: Eric Posner; Aziz Huq

GREENBERG SEMINAR: WHAT CAN WE LEARN FROM THE PEACE CORPS AND TEACH FOR AMERICA?

This seminar will read and discuss several books written by participants in the Peace Corps and, more recently, in Teach for America. What can we learn from these autobiographical and journalistic reports that might help us with development policy abroad or education policy closer to home? What can we learn about individuals and their capacity for change through a structured, short-term experience? This Greenberg Seminar will meet on five Thursday evenings

at 730 pm, in the course of the Fall and Winter terms. Dates to hold on to include: October 15, 29 and November 12, 19. We will use three of these dates and then two Thursdays in the Winter. Preference is given to 3Ls but some preference will also be given to a (very) few students who have participated in the Peace Corps or in TFA. If you have such experience, please send a note to Professor Roin as well as to the Registrar; it will not make your registration automatic but it will improve your chances. Autumn: Saul Levmore; Julie Roin

GREENBERG SEMINAR: WINE, LAW, AND POLITICS

Wine is distinctive product: with an history going back to the origins of civilization, it is today a multi-billion dollar global industry. Regulation of wine implicates many areas of law, including intellectual property, international trade, food and drug regulation, and constitutional federalism. This seminar will discuss the law, politics and economics of the wine industry and its regulation. We may also conduct some empirical research. Our first book will likely be Tyler Colman's *Wine Politics*. Autumn: Tom Ginsburg; Jacob Gersen

HEALTH CARE ECONOMICS AND POLICY

This seminar surveys the economics and policy applicable to health care financing and delivery in the U.S. Topics include the structure of the industry, health care cost control, geographic and racial disparities in health care access, the problem of the uninsured, health care innovation, taxation of health care spending, end-of-life care and health care reform proposals. The student's grade will be based on a major paper and class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Spring: Anup Malani

HEALTH LAW AND POLICY

This course explores the policies that underlie regulation of the provision of health care in the United States. We will begin with an examination of the principal government programs for financing the delivery of health care in America - Medicare and Medicaid. This first part of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. Focus will then move to a consideration of policy issues relating to managed care organizations, including the functioning of these organizations and the impact of ERISA on their actions. Next, we will study issues relating to the behavior of physicians, hospitals, and other health care institutions. Included will be a focus on the impact of the antitrust, labor, and tax laws on these entities. The student may choose to take a proctored final examination or to submit a paper. The grade will be based on the examination or paper, as well as class participation. Winter: Jack Bierig

HEDGE FUND LITIGATION

This seminar examines litigation by and against hedge funds and private equity funds, currently the world's most active and cutting-edge investors. The goal of this seminar is to prepare students to understand and engage in these increasingly high-profile and high-stakes disputes. Litigation impacts these investors in three major ways. First, these investors use litigation as part of their investment strategy as activist investors, to enforce debt claims and causes of action acquired in the secondary market, and to recoup investment losses in their own portfolios. Second, these investors are often on the receiving end of lawsuits, including those involving their short-selling strategies, proxy contests, and other alleged regulatory violations. Finally, considerable litigation arises when these investors fail, sometimes with billions of dollars of investment losses. The seminar will examine these disputes from both a legal and financial economic perspective, though no prior knowledge of finance is assumed. A student's grade will be based on a series of reaction papers, a short research paper, and class participation. Enrollment will be limited to 20 students. Winter: James Heaton III

HISTORIC PRESERVATION LAW

We will study the rationale for preserving our architectural and historic landmarks and monuments and other historic resources; the tension between private property rights under the constitution and the public benefits of preservation; the standards for designating landmarks; federal, state and local laws prohibiting the alteration or demolition of landmarks; tax and other financial incentives to encourage preservation of historic buildings; and governmental regulation of historic church buildings. Prior courses in land use, urban planning, municipal law or real estate are helpful but not required. Your grade will be based upon your discussion of the assigned weekly readings and a research paper. With instructor approval, writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Limited to 15 students. Spring: Richard Friedman

HISTORY OF AMERICAN FEDERALISM: ORIGINS TO THE CIVIL WAR

This seminar examines the history of American federalism, both as a constitutional value and as a product of intellectual history, from its European antecedents to modern political and constitutional debates. The federal idea has not been stable throughout the history of the Republic. Controversy over the meaning of federalism has stood at the center of

many of the nation's greatest conflicts, from the Constitutional Convention to the Civil War. What was the origin of federalism's central principle of divided sovereignty? How has the meaning of federalism changed throughout American history, and how has it remained constant? This seminar will examine historical questions of causation and influence, as well as the structure and workings of the American legal system, through extensive reading and discussion of primary-source materials. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Students' grades will be based on a series of short papers and class participation. Spring: Alison LaCroix

HUMAN RIGHTS AND RULE OF LAW IN THE DEVELOPING WORLD

What does the struggle for human rights look like for a poor person facing the realities of life in the developing world? It is the struggle to avoid extortion or abuse by local police. It is the struggle against being taken into forced labor or having land stolen by more powerful people in the community. It is the struggle to avoid being thrown arbitrarily into an overcrowded, disease-ridden jail. For women and children, it is the struggle not to be assaulted, raped, molested, or forced into the commercial sex trade. These abuses are crimes in virtually every country, yet criminal justice systems in the developing world routinely fail to enforce such laws on behalf of the poor. This failure raises questions about the impact of a half century of human rights and development work for its intended beneficiaries. This course will explore why criminal justice systems in the developing world fail to protect the poor and whether international humanitarian agendas have devoted sufficient resources to helping build effective criminal justice systems. It will then examine historical and contemporary models for building the political will and capacity necessary for criminal justice systems in the developing world to work for the poor. Evaluation will be based on participation, a PowerPoint presentation of student research, and a substantial research paper. The course will be taught by the president of International Justice Mission, an international human rights organization that works with local police and prosecutors to seek enforcement of laws on behalf of the poor, and by a federal prosecutor who investigates and tries official misconduct and international human trafficking cases across the United States. Spring: Gary Haugen; Victor Boutros

HUMAN RIGHTS I: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS

The course aims to help us think philosophically (carefully, precisely and somewhat abstractly) about human rights. We will ask whether human rights has or needs philosophical foundations, what we need such foundations for, and where they might be found. We'll also ask some questions that tend to generate the search for philosophical foundations Are human rights universal or merely the product of particular cultures? What kinds of rights (political, cultural, economic, negative, positive) are human rights? Can there be human rights without human duties? Without universal enforcement? Do the rights we enshrine as human mark only some of us (e.g. men) as human?. Autumn: Samuel Fleischacker

HUMAN RIGHTS II: HISTORY AND THEORY

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern human rights culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It juxtaposes these Western origins with competing non-Western systems of thought and practices on rights. The course proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism entailed therein. Second, it inquires into rights as they affect groups (such as ethnicities, and potentially, transnational corporations) or states. Winter: Michael Geyer

HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS

This course uses an interdisciplinary approach to analyze the application of international human rights to domestic and international issues. We present several specific case studies as a means to explore the interrelationship of human rights instruments and agencies, principles such as universalism v. cultural relativism, and the role of NGOs, film and other media in advocacy efforts. Topics this fall will include the prohibition on torture at home and abroad, women's rights as human rights, cultural relativism vs. universalism, and the right to health. Students will have a mid-term paper which will lead to their final paper on a topic of their choosing. Spring: Susan Gzesh

HUMAN RIGHTS: ALIEN AND CITIZEN

The basic notion of international human rights is that rights are inherent in the identity of human beings, regardless of their citizenship, nationality, or immigration status. This course will address how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the alien (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. How native or resident populations and governments respond to new arrivals has varied tremendously in the past and present. In some situations, humanitarian impulses or political interests have dictated a warm welcome and full acceptance into the national community. In other cases, alien populations have become targets of suspicion and repression. In some extreme cases,

states have denationalized resident populations who previously enjoyed national citizenship. We will use an interdisciplinary approach to address such questions as (1) Why do human beings migrate? What might human rights as a measuring instrument tell us about conditions that promote refugee flows and other forms of forced migration? (2) What is the meaning of citizenship? How is it acquired or lost? What rights may societies and nation-states grant only to citizens, but withhold from others? (3) Are human rights truly universal? Are rights necessarily dependent on citizenship? (4) How do differences in rights between citizens and aliens become more important during national security crises? (5) What are the principal categories used by nation states to classify foreign visitors and residents? How do these categorizations affect the rights of foreigners? (6) How do international human rights doctrines limit actions by states with respect to certain categories of foreigners such as refugees, asylum applicants, and migratory workers? (7) Given the non-voting status of foreign populations in almost all countries, how are the rights of aliens represented in societies of settlement? How do home country governments regard their expatriate communities? The student's grade is based on attendance, participation, and a major paper. Winter: Susan Gzesh

IMMIGRANT CHILDREN'S ADVOCACY PROJECT

The Immigrant Children's Advocacy Project works to promote the best interests of unaccompanied immigrant children in the United States. Last year, 7,787 undocumented children - traveling by themselves, without parents - were apprehended and detained by immigration authorities as they tried to enter the United States, primarily from Central America, Mexico, China and India. The children have been transported by hired smugglers or have made the journey on their own. Most are fleeing extreme poverty, political or religious persecution, child labor and abusive family situations. The Project provides unaccompanied immigrant children with guardians ad litem (Child Advocates) whose objective it is to help figure out what brought the children to the United States and advocate on their behalf while they are subject to immigration court removal proceedings. The Project also develops policy recommendations concerning unaccompanied children nationally, informed by serving as guardian ad litem for individual children. Students will be assigned to serve as Child Advocate for individual children in federal custody as well as children living with sponsors in the Chicago area. Students will be expected to meet with the children at least once a week at the shelter on the North side of Chicago; identify the children's eligibility for relief from removal, including asylum and special visas for victims of trafficking, abuse and abandonment; accompany the children to Immigration Court, Cook County Juvenile Court, meetings with United States government officials, and meetings with consular officials from the children's country of origin; conduct legal research to support children's claim for relief from removal in cooperation with attorneys representing the children in Immigration Court, before the Board of Immigration Appeals and the Seventh Circuit; identify and represent the children's best interests; conduct factual research regarding children's presence in the United States, including reasons for departure from country of origin, journey, and time in the United States preceding apprehension, if any; research conditions in the children's countries of origin (e.g., political and economic conditions); develop written recommendations regarding children's best interests; write advocacy briefs on behalf of individual children, incorporating international human rights principles and country-specific legal and factual research; and advocate on the children's behalf with the Office of Refugee Resettlement, Department of Homeland Security and Executive Office for Immigration Review in whatever context is necessary. Students are required to have moderate language skills in Spanish, Mandarin, Hindi or Gujarati. Students will also be required to undergo a DCFS background check (which includes: Sex Offender Clearance, CANTS Clearance, Illinois State Police and FBI Clearance as well as fingerprinting) and medical clearance (tuberculosis screening). See the general rules for all clinical courses for further details governing enrollment and the award of credit. Autumn, Winter, Spring: Maria Woltjen; Jennifer Nagda

INFORMATION TECHNOLOGY LAW: COMPLEX INDUSTRY TRANSACTIONS

Information Technology is the engine of growth for the emerging economy. From B2B exchanges, to wireless/mobile computing, to e-marketplace web design and development, IT is changing the nature of business today. Accordingly, traditional legal concepts are under pressure to adapt to ever-evolving business models. This seminar provides an overview of complex IT transactions and the commercial and legal principles governing these transactions. Study materials will be drawn from actual contracts and other relevant materials, and emphasis will be placed on developing an understanding of the interaction of commercial needs and legal requirements, including those found in corporate, contracts, intellectual property, and other legal practice areas. Participants will develop an understanding of specific contractual, risk, and warranty clauses and practice pitfalls. From time-to-time, senior industry executives will join the seminar to provide real world experience. The student's grade is based on periodic short written exercises (40 percent), take-home examination (40 percent), and class participation, including participation in mock negotiations (20 percent). Autumn: David Zarfes

INFORMATION TECHNOLOGY LAW: OUTSOURCING AGREEMENTS

Negotiation of outsourcing agreements is a complex process and frequently involves the most critical functions within a business, such as information technology, human resources, telecommunications, and customer support. The

agreements themselves must clearly and elegantly set forth, inter alia, joint and individual responsibilities of the parties, service levels, payment terms including risk-reward mechanisms, governance, and dispute-resolution terms. Little time or effort is spared in the negotiation of these agreements; yet, not infrequently, disputes arise that are not adequately addressed within the four walls of the agreements. This seminar will explore the business and legal needs informing the renegotiation of outsourcing agreements from both the client and the IT service provider's perspectives and how renegotiation might best address these needs. Students will be provided with business cases, term sheets, and original contract documents, and requested to renegotiate and redraft the existing terms. At some point during the renegotiation, one or more disputes may arise between the parties that give rise to formal dispute resolution procedures (e.g., mediation). The student's grade is based upon class participation, including participation in negotiations (50 percent) and the ability to serve his/her client's interests as evidenced through the renegotiated agreement (50 percent). The ability to work collectively and to the client's best interests will be emphasized. Winter: David Zarfes

INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to local lower-income entrepreneurs who are pursuing the American Dream on a shoestring. Students in the IJ Clinic advise clients on issues such as business formation; license and permit application; contract and lease review; contract negotiations; intellectual property protection; and basic tax and regulatory compliance. 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. Students gain both practical skills in transactional lawyering and a deep understanding of the entrepreneur's role in the inner city. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. The seminar Entrepreneurship & The Law and the skills class Transactional Lawyering are prerequisites for 2Ls and corequisites for 3Ls entering the IJ Clinic. Students on the lottery list who took the prerequisites as 2Ls will be given priority for admission to the IJ Clinic as 3Ls. Autumn, Winter Spring: Elizabeth Milnikel; Emily Satterthwaite

INSURANCE LAW

The course explores the law of risk spreading and management, found in common law and administrative regulation of insurance products. The course has three primary sections: (1) The private law foundations of insurance contracts; (2) First part Insurance: Property, Health, and Life; (3) Liability Insurance: commercial, automobile, professional, and product liability. The goal of the course is to alert students to how insurance institutions in the United States and abroad affect economic behavior, and in particular how they affect litigation, liability, and conflicts of interests. Grades will be based on a final examination. Winter: Omri Ben-Shahar

INTELLECTUAL PROPERTY LITIGATION: ADVANCED ISSUES

Intellectual Property litigation provides a framework for exploring complex federal civil litigation practice. This course will provide both insights into the practice of the trial lawyer as well as analysis of central intellectual property law concepts. Using case studies, we will examine issues such as the tactical and practical dimensions of preliminary injunction practice; the use of experts to address specialized subject matter, including the use of market research surveys to prove consumer perception; availability of equitable remedies; and persuasive trial presentation of complex facts. Grades will be based on class participation, oral arguments on motions, and written briefs. Trademarks and Unfair Competition is a prerequisite to taking this course, and completion of Evidence is helpful. Winter: Douglas Masters

INTENSIVE TRIAL PRACTICE WORKSHOP

This practicum 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 practicum 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 may enroll in Pre-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 practicum is open only to students entering their 3L year and limited to 54 with preference given to students who have been accepted into a Clinic course. Students who have taken Trial Advocacy (LAWS 67603), Advanced Trial Advocacy (LAW 93802), Poverty and Housing Law Clinic (LAWS 90512), or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this course. This practicum is offered for approximately six hours/day during the two weeks prior to the beginning of the Autumn Quarter. The student's grade is based on class

participation. Autumn: Herschella Conyers; Craig Futterman; Mark Heyrman; Randall Schmidt; Alison Siegler; Randolph Stone

INTERNATIONAL ARBITRATION

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 multinational 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.), procedural and substantive issues applicable to investor-state arbitration, the effective presentation of evidence, and the enforcement of international arbitral awards. The student's grade is based upon the quality of preparation for and oral participation in the seminar, as well as the quality of a required research paper. Spring: Javier Rubinstein

INTERNATIONAL CRIMINAL LAW

This course will be an introduction to the field of international criminal law. Topics covered will include the creation and jurisdiction of the ad hoc international criminal tribunals and the permanent International Criminal Court; the core crimes of international criminal law: genocide, crimes against humanity, and war crimes; and modes of liability such as command responsibility and joint criminal enterprise. Grades will be based on a final examination. Autumn: Youngjae Lee

INTERNATIONAL ENVIRONMENTAL LAW

This seminar examines how global resources can be protected within an international legal framework where state actors reign supreme. Sources of international environmental law and associated enforcement mechanisms will be discussed with reference to various environmental problems such as loss of biodiversity, climate change, ozone depletion, trans-boundary air pollution, and oil spills. The relationship between trade, development, and environmental protection will receive particular attention throughout the seminar, as will issues arising from the evolving role of non-state actors. The student's grade will be based on class participation and a major paper. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Winter: Georgie Boge Geraghty

INTERNATIONAL FINANCE

Today the volume of international financial flows far exceeds the volume of international trade. This mini-course addresses the international regulatory aspects of U. S. domestic banking and security markets and contrasts them with foreign markets. The focus is on U.S., European, and other regulatory systems and the role of international financial institutions. In addition to introductory material on U.S. banking and securities regulation, foreign exchange markets, and the growth of Eurocurrency markets, two particularly current topics will be addressed: (1) international aspects of the subprime mortgage crisis and (2) reform of the International Monetary Fund. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation, but this course does not assume that students have taken those other courses. The student's grade will be based on a take-home exam and class participation. Winter: Kenneth Dam

INTERNATIONAL HUMAN RIGHTS

This course covers the substantive and procedural aspects of international human rights law. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System and the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. There are no prerequisites. Grading will be on the basis of a take-home exam at the end of the quarter or a paper sufficient to satisfy the substantial requirement. Autumn: Tom Ginsburg

INTERNATIONAL TAXATION

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. Winter: Julie Roin

INTERNATIONAL TRADE LAW

This course examines the law and policy of international trade in goods and services. It begins with an overview of the economics and politics of international cooperation on trade, and then moves on to study the core obligations that states have under the WTO/GATT rules. These rules address tariff and non-tariff barriers, discrimination of importers, regional trade agreements, anti-dumping duties, countervailing duties, and safeguards measures. We will discuss the negotiation, implementation and enforcement of international trade agreements, with a particular interest in the relationship between free trade and other areas of international cooperation, such as environment, public health, intellectual property protection, human rights and development. A student's grade will be based on a take-home final examination and class participation. Autumn: Anu Bradford

INTRODUCTORY FINANCIAL ACCOUNTING

The objective of this seminar is (i) to provide students with a certain fluency and familiarity with accounting terms and concepts, so as (ii) to prepare students to communicate and understand business issues related to legal practice. To this end, we will use actual, up-to-date financial information and statements from major companies. While legal issues will be discussed when relevant, this seminar is organized and animated by accounting concepts and concerns. The student's grade will be based on class participation, optional problem sets, and an open-book final exam. This class is designed for those with no prior experience with accounting. No prerequisites. Winter: Michael Bloom

INTRODUCTORY INCOME TAXATION

This course provides 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. The student's grade is based on a proctored examination. Autumn: Julie Roin; Winter: David Weisbach

INVESTMENT MANAGEMENT

This seminar provides an introduction to the investment management industry--the development and distribution of investment advisory services and financial investment products to investors and retirement plans. Although the growth and development of the U.S. capital markets in the preceding 30 years has been remarkable, the increase in the size and significance of the investment management industry has been even more dramatic. While during the period from 1980 to the market's peak in October 2007 the Dow Jones Industrial Average increased by an unprecedented rate of nearly 16-fold, during the same period the investment management industry increased by over 90-fold, with estimates of discretionary assets under management in the industry exceeding \$13 trillion. This growth in the size of the industry is coupled with an increase in the breadth and complexity of the investment products offered, involving a broad array of disciplines with which legal advisers and industry participants need to have a basic familiarity. This seminar examines the basic regulatory framework--primarily the federal Investment Company Act and Investment Advisers Act--by analyzing selected issues involving the structure, management, marketing, and distribution aspects of mutual funds and other investment products. Other topics will be highlighted through analysis of the development of new investment products, such as ETFs and publicly offered hedge funds and private equity funds. The role of, and impact on, the investment management industry in regards to the recent financial market crisis will provide a framework for our discussions. This seminar will provide an introductory level analysis of certain core areas of the investment management industry, including portfolio management philosophies; basic characteristics of equity, fixed income, and alternative asset classes; the role of fund directors, conflicts of interest, and corporate governance issues; and distribution and marketing-related issues, including the impact of the Internet on financial product design and distribution. A student's grade will be based on a final examination. Active class participation is encouraged and may be a factor in the final grade. A student electing to write a 10- to 12-page paper in addition to taking the exam may receive three credits and will be graded on both the paper and the exam. Winter: Thomas Hale

IRWIN ASKOW HOUSING INITIATIVE

Students in the Housing Initiative provide legal representation to community-based housing developers, tenant groups, and other parties involved in the production of new or rehabilitated affordable housing stock. Students advise clients on structuring issues; negotiate, draft and review construction and financing contracts; secure zoning and other governmental approvals; assist clients in resolving compliance issues under the applicable state and federal housing programs; and participate in the preparation of evidentiary and closing documents. The Housing Initiative focuses on innovative transactions sponsored by community-based organizations on the south side of Chicago. In addition to working on specific transactions, students in the Housing Project meet regularly as a group to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students' work. Academic credit for the Housing Project varies and is awarded according to the Law School's general criteria for

clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Autumn, Winter, Spring: Jeff Leslie

ISLAMIC LAW AND FINANCE

This course will provide students with an overview of the modern Islamic finance industry. We will review the basic sources of Islamic law and jurisprudence and consider the prohibitions on interest (riba) and excessive risk (gharar). We will explore the classical rules of Islamic contract and commercial law and their application in the modern context. The growth of the modern Islamic finance industry from the 1970's to the present will be examined. The main Islamic financial products will be reviewed. We will consider legal questions in structuring transaction documentation. We will explore the ethical underpinnings of Islamic finance and the social justice questions highlighted by the intersection of religion and finance. Regulatory issues will be discussed. We will also consider the political environment in which Islamic finance currently operates. The course is intended to familiarize students with the essential legal framework of the rapidly emerging market for highly technical and sophisticated Islamic financial products. Grades will be based on class participation and a major paper. Autumn: Cynthia Shawamreh

JURISPRUDENCE I: THEORIES OF LAW AND ADJUDICATION

An examination of classic jurisprudential questions in and around the theory of adjudication: the theory of how judges actually do decide cases and how they ought to decide them. These questions include: Do legal rules really constrain judicial decision-making? What makes a rule (or norm) a rule of the legal system? Are principles of morality legally binding even when such principles have not been enacted into a law by a legislature? (Relatedly, are there objective principles of morality?) When no legal norm controls a case, how ought judges to decide that case? Can there be right answers to legal disputes, even when informed judges and lawyers disagree about the answer? Are there principles or methods of legal reasoning that constrain judicial decision-making, or is legal reasoning essentially indeterminate, such that a skillful judge can justify more than one outcome for any given dispute? Is judicial decision-making really distinct from political decision-making of the sort legislators engage in? Readings drawn exclusively from major twentieth-century schools of thought - especially American Legal Realism (e.g., Karl Llewellyn, Jerome Frank), Natural Law (e.g., Ronald Dworkin, John Finnis), and Legal Positivism (e.g., H.L.A. Hart, Joseph Raz) - supplemented by other pertinent readings (from Leslie Green, Richard Posner, and the instructor, among others). No familiarity with either jurisprudence or philosophy will be presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions. Take-home essay exam. There will be extra session of this course. This class will be offered again Autumn 2010. Spring: Brian Leiter

LABOR-MANAGEMENT RELATIONS LAW

This seminar focuses on the National Labor Relations Act (the Wagner Act) and the Labor Management Relations Act (the Taft-Hartley Act), which govern union organizing, collective bargaining, and the exercise and regulation of economic pressure strategies by employees and their union representatives (strikes, pickets, boycotts) and employer responses thereto. In addition to studying the text of these laws, students will review leading National Labor Relations Board and judicial decisions and current proposals for legislative change. The student's grade will be based on class participation and a final examination; students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam. Enrollment will be limited to 20 students. Winter: James Whitehead

LAND USE

This course will examine mechanisms for regulating land use and development. We will consider constitutional and other legal limitations on land use controls, as well as political, economic, and other policy considerations that bear on regulatory choices. The interactions among land use controls undertaken by different governing bodies will also receive attention. The student's grade is based on a proctored final examination; participation may be taken into account as indicated on the syllabus. Autumn: Lee Fennell

LAW AND LITERATURE

This seminar will use the connections between law and literature to examine the development of law and the role of narrative in the practice of law. Through readings and discussion, legal themes will be critically analyzed, from their pre-law beginnings as wild justice through the development of law as an institution. Critical reading skills are as essential in understanding literary texts as they are in the interpretation of constitutions, statutes, rules, judicial opinions and documents. To provide imaginative illustrations of legal issues, selections will be read from great literature ranging from Beowulf and Shakespeare to works by Freud, Conrad, Kafka, and Melville. There will be three short reaction papers and no final examination. Winter: Randy Berlin

LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS

The purpose of this seminar is twofold. First, it introduces students to the political nature of the American legal system. In reviewing social science literature on courts, students focus on the relationship between the courts and other political institutions. The questions asked include the following: 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. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). There will be a mandatory preliminary meeting for interested students in the Autumn; law student enrollment is limited to 8. Winter: Gerald Rosenberg

LAW AND PRACTICE OF ZONING, LAND USE, AND EMINENT DOMAIN

This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land development. We primarily address (i) constitutional bases of private rights and public land use planning; (ii) eminent domain, takings and exactions (including impact fees and delays); (iii) current manifestations of local and regional planning and zoning, including City of Chicago Zoning Reform; and (iv) legal procedures and practical strategies for obtaining public financial incentives, land use approvals, and "relief" for real estate development projects, large and small. Prior course work in real property and constitutional law are encouraged. Course materials include cases, academic and trade-group commentaries, press coverage, and narrative and graphic exhibits for specific development projects. The student's grade is based on attendance, spirited class participation, and, at each student's election, either a paper or an open-book examination. Students writing a paper of 25 or more pages will earn 3 credit hours. Students taking the exam or writing a shorter paper of approximately 15 pages will earn 2 credit hours. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Spring: Thomas Geselbracht; Theodore Novak; Paul Shadle

LAW AND THE CULTURE WARS

This seminar will examine the role of law in contemporary American culture wars. Topics will include, among other things, gay marriage, abortion, rape reform, gun control, and environmental regulation. The course will examine various theories about how conflict over the law develops, and what kinds of interventions are likely to promote further conflict or conciliation. Grades will be based on class participation and a single paper related to an issue related to the course. Autumn: Donald Braman

LAW AND THE MENTAL HEALTH SYSTEM

The course examines the interrelationship between legal doctrine; procedural rules; medical, cultural, and social scientific understandings of mental disability; and institutional arrangements affecting the provision of services to the mentally disabled. Consideration is given to admission to and discharge from mental health facilities, to competency to consent to or to refuse treatment, to surrogate decision-making for those found incompetent, to the rights of those confined in mental health facilities; to discrimination against the mentally disabled, and to the rights of the mentally disabled in the criminal justice system. Grades are based on response papers and class participation. Autumn: Mark Heyrman

LAW OF THE EUROPEAN UNION

This course provides an introduction to the law of the European Union. We will discuss the theories of European integration and examine the constitutional and institutional structure of the EU. Substantial attention will be devoted to examining the division of powers among the EU institutions and between the EU and its Member States. Other topics include the enlargement of the EU, the EU Constitution, evolution of Fundamental Rights, the substantive law relating to the Common Market and the external relations of the EU. A student's grade will be based on a take-home final examination. Spring: Anu Bradford

LEGAL ELEMENTS OF ACCOUNTING

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

take-home final examination and class participation. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD, and undergraduate finance or accounting majors) must seek instructor permission to take the course and will be graded based on a medium-length term paper. Students may not take this class and any other introductory accounting course. Spring: John Sylla

LEGAL ISSUES IN CONTRACT PROVISIONS

This seminar will explore contractual provisions commonly found in negotiated agreements between sophisticated parties. We will begin the quarter looking at general (“boilerplate”) provisions, discussing the meaning, utility, and legal effect of such. Thereafter, throughout the quarter, we will turn our focus to other contractual provisions, including, for example, representations and warranties, indemnities, disclaimers, limitations of liability, and liquidated damages. Our objective will be to grapple with the legal and practical issues that might inform the drafting and use of each provision in the context of commercial transactions. Accordingly, this seminar will take the backward-looking perspective of litigated cases and agreements to gain forward-looking insight into how best to think about, negotiate, and draft contracts and their provisions. The student’s grade will be based on in-class participation and an open-note final exam. There will also be an option to earn an additional credit by writing a paper on an approved topic. Spring: Michael Bloom

LEGAL PROFESSION

This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and some fundamental questions about who we are and what we stand for as lawyers. A student’s grade is based on a final examination. Spring: Barry Alberts

LEGAL PROFESSION: SHADES OF GRAY

This course, which satisfies the professional responsibility requirement, addresses the legal and ethical issues confronting practicing lawyers. Through analysis and discussion of court decisions and commentary in a leading law and ethics casebook concerning fundamental professional principles, we will explore the challenges involved in the ethical practice of law in a variety of contexts and settings. We live in litigious times and we will also discuss the loss prevention procedures followed by many law firms. The course will be taught by an experienced corporate, securities, and loss prevention lawyer who organized and for many years chaired the Ethics and Loss Prevention Committee at Mayer Brown LLP. Class attendance and participation are essential. The student’s grade will be based upon class participation and three short papers requiring some substantive research and analysis. Autumn: Harvey Nixon; Winter: Harvey Nixon, David Zarfes; Spring: David Zarfes

LEGAL TRANSACTIONS—RETAIL SECTOR

This seminar offers an overview of the U.S. high end retailing industry’s principal legal issues and challenges. This seminar will focus on luxury retailer relations with vendors and other third-party business associates, customers, and investors. The instructors will emphasize the practical interplay and tension between commercial realities and legal requirements. Students will develop an understanding of key licensing, intellectual property (including counterfeit goods), antitrust, corporate governance, and professional responsibility legal issues and practice pitfalls. The instructors will strive to demonstrate the increasing professional responsibilities and burdens to which in-house counsel are subject. Course materials will include actual contracts, retailer policies and practices, litigation and internal-investigation documents, and other relevant materials. There are no prerequisites for this seminar, but the instructors believe that students who are interested in, and have some knowledge of, the many facets of business law, such as intellectual property, antitrust, and corporate governance, will derive the greatest benefit from this seminar. Grades will be based upon short written exercises (40 percent), a take-home examination (40 percent), and class participation (20 percent) – including participation in mock negotiations and business-planning exercises. The instructors will emphasize quality of oral and written expression and legal analysis. Spring: Tony Bangs; David Zarfes

LEGAL WRITING AND ANALYSIS

This seminar will focus on legal writing and legal practice in the context of American commercial transactions and is specifically designed for, and limited to, the LL.M. students. The class will introduce basic legal skills, emphasizing effective legal writing, including the structure and drafting of (a) correspondence to clients and senior lawyers in a firm or business, (b) letters of intent, (c) contracts, and (d) other corporate and business documents. Substantive areas of commercial law, legal issues, and negotiation will also be examined in the context of the various documents being studied by the class. The seminar will be graded on a Pass/Fail basis. To pass the course, a student must attend class, participate therein, and successfully complete written assignments. Enrollment is limited to 25 students. Winter: Charles L. Edwards

LEGISLATION

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 knowledge of how legislation develops in Congress and understanding how laws will be interpreted by the judicial and executive branches. Students examine the contemporary legislative process, including the procedural rules that govern Congress and state legislatures; the role of interest groups; and the major methodological and doctrinal issues of statutory interpretation by courts and agencies. These issues are discussed from legal, economic, and political perspectives. The student's grade is based on a final examination. Spring: Aziz Huq

LIFE CYCLE OF A CHAPTER 11 CASE

This seminar will explore a variety of issues that arise in corporate reorganizations by following the life cycle of a hypothetical company undergoing reorganization in Chapter 11. The focus will be in exploring the intersection between the Bankruptcy Code and its underlying policies and the practical reality of managing the company's business in Chapter 11. Topics will include whether to file Chapter 11 in the first instance and, if so, where; retention of professionals; transition into bankruptcy; retention of management and employees; payment of "critical trade vendors;" use of cash collateral and/or debtor-in-possession financing; procedures governing the auction and sale of business units; assumption and assignment of executory contracts and leases; the role of the official committee of unsecured creditors; negotiating and confirming a plan of reorganization; and post-confirmation issues. Readings will consist of the developing hypothetical; cases; articles (both academic and "practice oriented"); and pleadings, briefs and orders from "real world" Chapter 11 cases. Bankruptcy and Reorganization: The Federal Bankruptcy Code is recommended but not required. The grade is based on class participation and a final examination or a major paper. Enrollment will be limited to 20. Spring: Christopher S. Sontchi

LIFE IN THE LAW

This seminar will explore the various definitions and valuations of "life" across diverse areas of the law. Readings will include seminal cases in reproductive rights, assisted suicide, right-to-die, and capital punishment. It will also discuss policy decision-making including actuarial analysis and social, medical and religious values inherent or implicit in the legal analysis. Students will be required to write three short papers, co-draft a statute in one area of law, and participate in jury deliberations. Grade will also be based on class participation. Spring: Herschella Conyers

LOCAL GOVERNMENT LAW

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 bases of those relationships. Grading is based on a proctored final examination; participation may be taken into account as indicated on the syllabus. Spring: Lee Fennell

MARRIAGE

With the aim of making predictions and recommendations for the future, this course 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 contract), 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. The grade is based on a series of short papers, final examination, or substantial paper (the latter only with permission of the instructor), with class participation taken into account. Writing for this course may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Mary Anne Case

MASS TORTS AND COMPLEX CLASS ACTIONS

This course addresses legal and ethical requirements, as well as strategic and practical considerations, around handling mass tort and complex class action litigation. Using materials from recent and current cases, the instructors will lead discussion of topics about such topics as developing a theory of the case, consolidation of cases, use of dispositive motions, expert testimony, document production, witness preparation, settlement, and trial. Discussions will involve the recent Vioxx, Baycol, diet drug, Teflon, and Firestone litigations, among others. Students will be evaluated on the basis of a comprehensive written analysis of a recent multidistrict litigation. **Expectations:** This course will be taught as a participatory seminar. Students will not be expected to have already taken a complex litigation course, but should be willing to seek out answers to legal questions as they arise. Students will be evaluated both on the quality of their

participation, and on the basis of a comprehensive case analysis, 20-30 pages in length, of a recent multidistrict litigation identified by the instructors approximately half-way into the class. Spring: Adam Hoeflich; Carolyn Frantz

MENTAL HEALTH ADVOCACY

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. 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 the Law School Announcements and by the approval of the clinical teacher. Autumn, Winter, Spring: Mark Heyrman

MICHEL FOUCAULT ON POLITICS AND ETHICS

In 1981, Michel Foucault delivered a series of lectures at Louvain-La-Neuve on the relation between wrong-doing and truth-telling that not only completed his genealogy of the criminal subject, but articulated a larger inquiry into governing through truth and marked the turn from the study of power/knowledge to ethics. The lectures provide the link from Foucault's earlier theorization of discipline, security, and governmentality, to his later concern with truth-telling, the government of the self, and ethics. In this course, we will focus on the as-yet-unpublished Louvain lectures, and read as well selections from Foucault's other works and from the theorists with whom he was in conversation, including Deleuze and Guatarri, Paul Veyne, and François Ewald. An ability to read French would be an asset, but is not necessary. Spring: Bernard Harcourt

MICROFINANCE AND INTERNATIONAL DEVELOPMENT INSTITUTIONS

This seminar introduces students to the history and financial and legal concepts of microfinance and microfinance institutions (MFI's), and then looks at the international development institutions, both private and public, that provide financial support and technical assistance to MFI's. We will review the history of the microfinance from the early developments to the present day trends, studying both the financial and legal tools as they have evolved. The tension between its origins in the non-profit development world to the present day influence of for-profit commercial banks and investors will be explored. The legal structure and governing charters of public and private sector development institutions, and the mechanisms by which they provide financial and technical support to MFI's will be studied. We will also discuss current trends within microfinance, with readings from financial professionals and commentators. Students are expected to complete all required readings and assignments prior to class and actively participate in class discussion. Student grades will be based on attendance, class participation, and 2-3 short papers (approx. 5-7 pages each). Autumn: Thomas Vega-Byrnes

MINI MBA: BUSINESS BOOT CAMP

This 2 credit course provides an intensive and integrated introduction to the major disciplines taught in MBA programs. We will cover areas in statistics, financial analytics, accounting, investments, and corporate finance. Students wishing to: 1) Complement legal skills with knowledge of business fundamentals; 2) Ease the transition into the business world; and 3) Enhance interactions with corporate clients, should consider taking this course. By the end of the course, students should have a basic understanding of the analytical tools and methods used to make business decisions, the fundamental concepts underlying financial statement reporting systems, how to prepare, read, forecast, analyze and

interpret financial reports, basic investment terminology and markets, the concepts of risk and return, the basics of asset pricing models, capital budgeting and simple valuations. Classes consist of a combination of lectures and discussion. Course materials include textbook excerpts, lecture notes, and several short cases. Evaluation is based on a combination of homework assignments, in-class quizzes, case presentations, and a final exam. Spring: Kathleen Fitzgerald

MULTINATIONAL REGULATION

This seminar examines the use of U.S. federal law to regulate conduct in foreign countries. The seminar will begin with theories of international jurisdiction and choice of law, and will then apply those theories to multinational aspects of several substantive areas of law. Substantive areas that may be covered include: antitrust, bribery and corruption, the employment relationship, food and drug regulation, and alien tort litigation. Grades will be based on a series of short response papers and class participation. Spring: Adam Muchmore

NATIONAL SECURITY ISSUES, PUBLIC POLICY AND THE RULE OF LAW, AND THE FOSTERING OF STUDENTS' SKILLS IN ANALYSIS AND PRESENTATION

My purpose in offering this seminar is to further the students' understanding of the application of Constitutional, treaty and statutory provisions to current national security issues, and, of equal importance (particularly in this period of a tighter job market for law school graduates), to help students improve their skills in analysis, research and presentation — skills necessary to succeed in any aspect of the legal profession. This is not a survey course; topics covered will be selected from among: the process required by the Constitution and applicable treaties and statutes for determining the status, treatment, and ultimate disposition of detainees being held within and outside the U.S., particularly at Guantanamo Bay, and in Afghanistan; indefinite incarceration without trial; the state secrets doctrine; claims against present or former government employees; the scope of the President's power under Article II of the Constitution and applicable statutes to act unilaterally in the 'war on terror', and the proper role of courts and lawyers in connection therewith; the absolute and relative capacity of Federal District Courts and Military Commissions to act lawfully and effectively in criminal cases involving alleged terrorists; torture and harsh interrogation techniques; electronic surveillance; implications for the rule of law of an asymmetrical, open-ended 'war on terror'; assassination; and rendition. Students will form teams of 2-4 persons; each team will select, or be assigned to, a topic or realistic fact setting or case to analyze, research, write about, and present to the class, which will be expected to respond and participate on an informed basis. Grades will be based upon the oral presentation, classroom participation, and the team's 20-page paper due 4 weeks after the end of the quarter. Prerequisite: Constitutional Law, or its equivalent. All topics will be adjusted, as appropriate, to take account of current events. Spring: Robert Helman

NEGOTIATION AND MEDIATION

Grades will be based upon the oral presentation, classroom participation, and the team's 20-page paper due 4 weeks after the end of the quarter. Prerequisite: Constitutional Law, or its equivalent. All topics will be adjusted, as appropriate, to take account of current events. Winter: Jeff Leslie; Randall Schmidt

NETWORK INDUSTRIES

This course addresses state and federal regulation of price, quality, 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, the Internet, and telecommunications, with exposure to problems of the other network industries, such as transportation and consumer electronics. This course emphasizes the substantive law and 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. The syllabus for the course is found at <http://picker.uchicago.edu/NetIndus/Syllabus.htm>. Spring: Randal Picker

NON-PROFIT ORGANIZATIONS

This course explores the tax and non-tax rules applicable to non-profit organizations. Such topics as fiduciary duties, commercial activities, tax exemptions, charitable deductions, and limits on lobbying and political activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the non-profit sector and the erosion of the difference between activities conducted by for-profit and non-profit entities. Think of hospitals; both for-profit and non-profit hospitals provide the same services to customers (patients). However, the tax and non-tax rules that apply to the two categories are quite different. We examine these differences and consider whether they make sense. The student's grade is based on class participation and a final examination. Instructor's approval is required for students who have not completed or are currently enrolled in Introductory Income Tax. Enrollment is limited to 24. Autumn: William Golden

NONPROLIFERATION AND THE INTERNATIONAL TRADE IN NUCLEAR MATERIALS

This seminar examines the law and institutional structures put in place by the international community to promote the use of nuclear energy while simultaneously preventing the spread of nuclear weapons. The starting point is the 1970 Treaty on the Nonproliferation of Nuclear Weapons (NPT), the short eleven articles of which the class will review both in their original historical context and in their present application to the administrative and inspection work undertaken by the United Nations International Atomic Energy Agency. National regulation by the United States, as a nuclear weapons state under the NPT, will be explored in detail, especially as it relates to the transfer of nuclear technology to allegedly non-compliant states like Iran and North Korea. The goal of the seminar is to gain a clear understanding of the treaty's continuing role in the two very different worlds of international security and commercial nuclear power. Students will be evaluated on the basis of a paper. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Autumn: Michael Thompson

PARTNERSHIP TAXATION

This course examines income tax aspects of partnerships. Partnerships have become a widely used business structure, particularly since the invention of limited liability companies (which are treated as partnerships for tax purposes) and the increase in the number of start-up ventures and sophisticated financial ventures such as hedge funds and private equity funds that rely upon partnership tax principles to maximize after-tax returns of investors and management. The course uses problem sets to illustrate the application of basic principles to formations, income and loss allocations, borrowings, and distributions of partnerships, with a special focus on applying the tax rules in a transactional setting. Introductory Income Tax is a prerequisite. The student's grade is based on a final examination and class participation. Spring: William Golden

PATENT LAW

This is a basic course in patent law, in which the class is introduced to the governing statutes, core concepts, and influential court decisions. Students without a technical background are nevertheless encouraged to enroll. Patent cases often involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the patented technology itself. Student grades are based on an in-class final examination. Autumn: Jonathan Masur

PRE-TRIAL ADVOCACY

This seminar focuses on fundamental pretrial litigation strategies and skills, including creation and evaluation of legal and factual theories, pleading and motion practice, interviewing clients and witnesses, discovery planning, depositions, negotiations 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 also eligible to enroll in the Intensive Trial Practice Workshop. The student's grade is based on class participation. Enrollment is limited to 48 students with preference given to students who have been accepted into a clinic course. Students who have taken Advanced Trial Advocacy (LAWS 93802) may not take this course. Spring: Herschella Conyers; Craig Futterman; Mark Heyrman; Randall Schmidt; Alison Siegler; Randolph Stone

PRICE THEORY 1

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. Autumn: Gary Becker; Kevin Murphy

PRICE THEORY 2

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. ECON 30100/LAWS 43621 or consent of instructor is a prerequisite. Winter: Gary Becker; Kevin Murphy; Roger Myerson

PRIVACY

This course surveys society's efforts to draw boundaries between the public and private spheres, with a focus on the legal regimes governing the collection, aggregation, and dissemination of private information. The course devotes substantial attention to the privacy-related torts, government surveillance, privacy-related First Amendment issues, and international privacy law. Other substantive topics that may be covered include consumer privacy on the Internet, Megan's Law, associational privacy, the Freedom of Information Act's privacy provisions, and medical privacy. The

student's grade is based on a final examination and participation. This course is capped at 84 students. Autumn: Lior Strahilevitz

PRIVACY AND PROPERTY IN CYBERSPACE

The widespread use of computer and cellular networks has radically changed the way we gather, process, and communicate information. This seminar will examine the emerging body of law governing information in cyberspace. We will review the basics of Internet and cellular technology and survey the relevant statutes, including the Electronic Communications Privacy Act, the Digital Millennium Copyright Act, and the Computer Fraud and Abuse Act. We will analyze how these and other sources of law protect or fail to protect personal information in a variety of contexts, from emails to websurfing, data storage, cloud computing, and cellphone information. The course will also explore the challenges inherent in protecting intellectual property rights in information in cyberspace, with a focus on trademark and copyright issues unique to the Internet. Our goal will be to evaluate whether existing legal paradigms are capable of regulating cyberspace effectively or whether the problems posed by the Internet and cellular technologies compel the development of new legal frameworks for the protection of information both online and offline. Grades are based on response papers and class participation. Spring: Matthew Tokson

PUBLIC CHOICE

This course focuses on the relationship between modern perspectives on voting and interest groups on the one hand and legislation and judicial interventions on the other. Public choice is essentially the science of collective decision-making, and it comes with several well developed tools of analysis. With these tools, and that perspective, we revisit the interactions between legislatures and judges, democracy's attempt to solve certain problems, and the roles played by a variety of legal doctrines and constitutional institutions (from takings law to line-item vetoes and to the meaning of precedents). As the course proceeds, we explore specific topics in law, such as the possibility of judicial vote-trading, the role of referenda in some jurisdictions but not others, and the role of precedent itself. Grades will be based on an examination, but students can choose to generate half their grade with a short paper related to a topic encountered in class. Winter: Saul Levmore

PUBLIC CORRUPTION AND THE LAW

This seminar will focus on how governments use the law to prevent and catch public corruption, how the law is sometimes used to protect public corruption, and how one should determine the optimal response to corruption and its consequences. We will examine the substantive criminal laws and sentencing schemes used in the best public corruption prosecutions, ranging from RICO and "honest services" fraud to bribery and extortion laws. We will also examine the laws that create, authorize, or prevent the most effective investigative tools used by law enforcement against public corruption, including wiretap laws and related privacy issues. We will study several key topics within public corruption law, including patronage, its effect on democratic institutions, and its status under the First Amendment; campaign finance reform and whether money in campaigns is protected speech or a corrupting influence (or both); and the relationship between transparency, online access to information, and corruption. We will also consider an economic analysis of public corruption, including questions about whether the level of democracy, and the pervasiveness of corruption in the culture, affect the cost-benefit analysis. Grades will be based on several short research papers and class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Spring: David Hoffman

PUBLIC INTERNATIONAL LAW

This course introduces students to public international law, the body of law designed by states to regulate their relations, and to the broader structure of the international legal system. Topics include the sources of international law and the role of international institutions, and substantive areas of international law such as human rights, the environment, the use of force and international limits on national power. Grades are based on class participation and an in-class examination. Winter: Daniel Abebe

PUNISHMENT AND SOCIAL THEORY

Since the modern period, the discourse on punishment has cycled through three sets of questions. The first, born of the Enlightenment itself, inquired into the foundations of the sovereign's right to punish. With the birth of social sciences and critical theory, a second set of questions arose exploring the function of punishment--what is it that we do when we punish? A series of further critiques--of meta-narratives, of functionalism, of scientific objectivity--softened this line of inquiry and helped shape a third question: What is the cultural meaning of our punishment practices? Through readings in social and political theory--including Durkheim, Foucault, and the Frankfurt School--as well as more contemporary writings on punishment, this course will explore these modern debates over punishment practices and institutions. Student can elect either a take-home exam or paper project for a grade. Writing for this course may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Autumn: Bernard Harcourt

RAWLS ON JUSTICE

This course will study John Rawls's two great works of political philosophy, *A Theory of Justice* and *Political Liberalism*, trying to understand their argument as well as possible. We will also read other related writings of Rawls and some of the best critical literature. In the latter third of the course we will examine critiques of Rawls from several points of view, including the capabilities approach of Nussbaum and Sen. Prerequisite: This course is open by permission of the instructor, and those who wish to attend should email me by September 20, giving me an account of your prior preparation in philosophy. In general, an undergraduate philosophy major or the equivalent preparation is a necessary (though not sufficient) condition, and in some cases I will ask to see a philosophy paper to assess your preparation. Autumn: Martha Nussbaum

READINGS IN LEGAL THOUGHT

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, Scalia, Cass, and others. Students submit a commentary on each reading prior to its being discussed in class. This seminar will meet five times (6-8 pm) over the course of the year. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Grades are based on written submissions and class participation. Enrollment is limited to 14 students, with 3L preference. Autumn, Winter, Spring: Douglas Ginsburg

REAL ESTATE FINANCE

This seminar will consider basic principles of real estate mortgage and mezzanine lending, including financing types and structures, legal issues in lending (including the impact of bankruptcy), capital markets mortgage lending, basic underwriting principles applied by lenders, lender/tenant issues and intercreditor issues. Having taken Commercial Real Estate Transactions (LAWS 44801) may be helpful, but is not a prerequisite. A student's grade will be determined by an in-class examination. Winter: James Rosenbloom

RECENT LITERATURE ON COURTS

This seminar explores important new works in the social science literature on courts. Its objective is to help participants become fully informed about the most recent and important social science work on courts. Because it aims to provide participants with a critical perspective on new work, solid grounding in the literature, as obtained in Law and Politics: U.S. Courts as Political Institutions (51302), is a prerequisite. The reading varies from year to year, depending on what has been written. Spring: Gerald Rosenberg

REGULATING THE WORKPLACE

This seminar will consider emerging problems in the regulation of the workplace. It will address the changing nature of the employment relationship and the organization of work, the effects of globalization on labor, and comparative perspectives from European countries. Topics may include theories of work and industrial organization, the historical evolution of the state's relationship to labor and employment, conceptions of equality (race, gender, and disability), job security protections, "flexibilization," migration, outsourcing, employee benefits, and unions. Grades will be based on a series of reaction papers. Enrollment will be limited to 20. Autumn: Julie Suk

REMEDIES

The student's grade is based on class participation, two papers, and the very brief discussion topics submitted before each class. Autumn: Ariel Porat

RESIDENTIAL REAL ESTATE DEVELOPMENT AND THE LAW

This course will guide the student through the twists and turns of a residential real estate development from land acquisition through warranty on the residential unit. We will also examine: rezoning and improvement of the land; governmental agreements and regulation; the joint venture; the contractual relationship with the buyer; and the homeowner's association. All the while, focusing on the myriad of legal issues a developer's attorney encounters along the way. We will study how the law of contracts, real property and land use play an integral role in the residential real estate development. Course materials will include documents from actual transactions such as the acquisition contract, the municipal development agreement, the limited liability company operating agreement, the declaration of covenants, the lot sale and construction agreement and the plat of subdivision. In addition to these materials, coursework will include analysis of state statutes, municipal ordinances and relevant case law. We will take a hands-on approach to the law of residential real estate development and the transactional documents which effectuate these developments. Coursework will include negotiation and drafting exercises where students will gain real life, practical experience in confronting the issues that arise in the context of these developments. Grades will be determined on the basis of: class

preparation, attendance and participation (1/4); class exercises and written assignments (1/4); and an open book final exam (1/2). Enrollment will be limited to 20 students (as well as an even number of students). Autumn: Todd Fishbein

RISK AND THE ENVIRONMENT

Environmental risks pose particular challenges to regulation. Such risks are often spread across broad time horizons and populations; operate based on poorly understood causal mechanisms; threaten unique goods; and implicate deeply held personal beliefs about our relationship to future generations and the planet. This course looks at different approaches to measuring, evaluating, and regulating environmental risks. Specific topics may include climate change, nanotechnology, endangered species, toxic waste disposal, and air and water pollution. Grades will be based on a series of short response papers and class participation. Spring: Arden Rowell

ROMAN LAW

The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. Enrollment is limited to twenty-three students. A student's grade is based on 4-5 short papers completed during the course of the quarter. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Any student who wishes to take the seminar to satisfy the SWP or SRP requirement should see the instructor about the possibility of writing a longer paper within the framework of the overall seminar. There is no final examination in the seminar. Spring: Richard Epstein

SECURED TRANSACTIONS

This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy and Reorganization: The Federal Bankruptcy Code (LAWS 73601). The student's grade is based on a proctored final examination. Autumn: Douglas Baird

SELECTED TOPICS IN BEHAVIORAL LAW AND ECONOMICS

This seminar will explore a set of frontiers--issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; differences between men and women; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism. Grades will be based class participation and a series of papers or a major paper. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter: Jonathan Masur

SEX DISCRIMINATION

This course will cover the spectrum of distinctions made in the law on the basis of sex and of legal prohibitions on the making of sex distinctions. The grade is based on a substantial paper, series of short papers, or final examination, with class participation taken into account. Writing for this course may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Spring: Mary Anne Case

SEXUAL ORIENTATION AND THE LAW

This course will focus upon American case law dealing with the rights of and restrictions upon gay, lesbian and transgendered persons. Early classes will survey federal constitutional law topics including equal protection, substantive due process, and the First Amendment freedoms of speech, association and religion. These federal doctrines will expose students to a broad range of concrete problems including the limits of sexual liberty, protections against anti-gay violence, equal access for gay student groups, and clashes between religious belief and state antidiscrimination laws. The course will then examine state law controversies including marriage equality, gay and lesbian parental rights, employment law, domestic partner benefits, and the rights of the transgendered. Emphasis will be given to the potential impact on future state law of broadly worded state constitutional amendments restricting marriage. The course will conclude with a review of two areas of national concern illustrating the practical limits of litigation and the need for legislative reform: military service and asylum. A robust exchange of competing views, rather than "political correctness," will be encouraged during class discussions. Students will have the option of taking a final take-home exam or writing a paper on one of a list of topics provided by the instructor. Writing for this workshop may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; WP for JD '11 and JD '12). Autumn: James Madigan

SOCIAL AND POLITICAL PHILOSOPHY OF HEGEL AND MARX

Hegel and Marx are the most important anti-liberal political philosophers of the modern era. In this seminar, we will critically evaluate their conceptions of history, society, and the 'good life' through careful study of selected texts. The seminar is open to PhD students and to JD students who have some background in philosophy or political theory. Students will be required to produce a research paper of 20-30 pages. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Please e-mail bleiter@uchicago.edu if you have any questions. Spring: Brian Leiter; Michael Forster

SOCIAL MEANING OF CRIME

This seminar will explore how crime organizes social order, norms, and identity. We will look at the role of crime in shaping cultural narratives, enforcing or disrupting social hierarchies, and reinforcing class-based, racial, or gendered identities. This seminar will examine the distinction between licit and illicit economic activities; the unintended consequences of expanding criminal classifications (particularly in the international criminal law context); and the permeability of the border between criminal and non-criminal acts (suggested by acts that are legal but considered by many to be criminal, e.g. abortion, and acts that are criminal that many believe should be legal, e.g. drug use). Throughout the seminar we will pay special attention to the effects of criminal determinations and sanctions on individual behavior and belief. Readings will be drawn from law, social science, and philosophy. Grades will be based on response papers and class participation. Spring: Mary Ann Franks

SOCIAL NORMS AND LAW

This course will explore the interaction and interdependence of social norms and formal legal rules. Norms provide social rules, distinct from formal laws, of expected behavioral responses to particular situations and back up those expectations with the threat of negative sanction if an individual behaves inappropriately. Social norms also provide cognitive categories for perceiving, making sense of, and ordering one's experiences. We will examine issues such as: To what degree do different legal rules harness, enhance, displace, or subvert the substance of particular social norms and what effects follow? Should we utilize legal rules only when social norms fail to control harmful behavior? How do particular norms develop and then expand or dissipate in their influence over time and in different settings? Are norms typically generated through a widespread consensus of the members of a society, or are they the product of special interests? We will explore these issues using examples from various areas of legal doctrine, such as property, contracts and bargaining, crime, torts, and taxation. This course is an elective for law school students and graduate students. No prerequisites are required. Evaluation for this course will be based on active and thoughtful participation in discussions, short writing assignments, and examinations including essay questions. Winter: Christopher Fennell

SOCIO ECONOMIC RIGHTS

This seminar considers the status and enforcement of socio-economic rights in domestic, foreign and international law. The first part of the seminar addresses theoretical debates surrounding the protection of socio-economic rights, such as whether they are in fact true rights, can legitimately be included in the text of a constitution, or legitimately subject to affirmative judicial enforcement. The second part of the seminar seeks to inform and extend debate on these questions by examining constitutional case-law on the enforcement of such rights in the U.S. at both a federal and state level, as well as in South Africa, India, Ireland, the UK and Hungary, with particular attention to the rights to housing, health-care, education, social assistance and the right to work. The third and final part of the seminar considers ways in which socio-economic rights law may be able to help re-frame existing rights debates in the U.S., such as those concerning abortion rights and the rights of child asylum-seekers, in the absence of direct judicial enforcement. A student's grade will be based on a major paper. With instructor approval, writing for this seminar may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Enrollment is limited to 20 students. Winter: Rosalind Dixon

SPORTS LAW

This seminar focuses on current issues in sports law including eligibility rules, drug testing, ownership structure, antitrust issues, 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 class participation and a series of short papers. Winter: John Collins

STATE AND LOCAL FINANCE: SELECTED TOPICS

This seminar examines the implications of choosing between the various revenue sources available to states and localities. Students are asked to consider questions of inter-jurisdictional equity, inter-generational 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 reaction papers and class participation. Autumn: Julie Roin

STRUCTURING VENTURE CAPITAL, PRIVATE EQUITY, AND ENTREPRENEURIAL TRANSACTIONS

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 both a private and 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 private equity financed restructuring or workout (in or out of bankruptcy) for a troubled over-leveraged enterprise, (8) devising an exit scenario for a successful venture capital or private equity financed enterprise (such as IPO, SEC rule 144 sales, or sale of the company), (9) utilizing the NOL of a troubled company after 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, as well as accounting rules and practical structuring issues (including use of common and preferred stocks, convertible debentures and convertible preferred, warrants, and options). The course reviews these tax, legal, and accounting principles in a transactional context and also considers their policy underpinnings and likely future evolution. Although there are no specific prerequisites, Introductory Income Tax is strongly recommended, and Taxation of Corporations is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting is helpful. However, the appendix to the course book plus assigned supplementary readings does contain adequate precedents for an understanding of the material covered by the course. Spring: Jack Levin; Donald Rocap

STUDIES IN CORPORATE CONTROL

This course will study the nature and function of corporate control. A Student's grade will be based on a final examination. The seminar is not open to students who have taken Corporation Law with Professor Isenbergh. Winter: Joseph Isenbergh

TAXATION OF CORPORATIONS I

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 recommended. The student's grade is based on class participation and a final examination. Winter: Joseph Isenbergh

TAXATION OF CORPORATIONS II

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. Taxation of Corporations I is a prerequisite, and Introductory Income Taxation is recommended. Students' grades based on a final proctored examination. Spring: Joseph Isenbergh

TECHNOLOGY POLICY

This seminar will look at a mixture of old and new materials on technology and the law, with a special focus on the intersection of antitrust and intellectual property. We typically read 2-5 recent books. Students write blog posts on the readings which will be posted on the class blog. Students will also comment on posts by other students. The student's grade is based on class and blog participation. The blog postings do not fulfill one of the substantial writing requirements. The syllabus for the course is at <http://picker.uchicago.edu/seminar/syllabus.htm> and the class blog is at http://picker.typepad.com/picker_seminar/. Winter: Randal Picker

TRADEMARKS AND UNFAIR COMPETITION

Course covering federal and state doctrines governing trademarks, domain names, and geographical indications; state law unfair competition doctrines; trademark dilution; publicity rights; and federal registration of trademarks. The student's grade is based on a final proctored examination. Autumn: William Landes

TRIAL ADVOCACY

This seminar will explore the trial lawyer's craft, with a focus on both the written submissions important in litigation and the courtroom skills required at various stages in the life of a case. The instruction will be by lectures, demonstrations, and participation in learning-by-doing exercises (including a mini-trial). Students will learn how to use motions, depositions, written discovery, expert witnesses, exhibits, and technology as effective litigation tools. While the instructors strongly recommend that students have a good understanding of the Federal Rules of Evidence before taking the seminar, this is not an absolute prerequisite. Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, a fifteen-page trial brief, brief in support of a motion, or post-trial brief, and two

shorter written pieces. Enrollment is limited to 24. Students who have taken LAWS 91702 Trial Practice: Strategy and Advocacy may not take LAWS 67603 Trial Advocacy. Autumn: Tom Dutton; Kevin Van Wart

TRUSTS AND ESTATES

This course provides an overview of the law of dispositions of property at death, including the law of wills and trusts. General topics covered by this class include: intestate succession; will formalities; will challenges; will interpretation; will reformation; trust requirements; and the purpose and effect of trusts, including trusts for charitable purposes. The course will pay particular attention to the formal and often technical requirements in the law of wills, and how they further and hinder testamentary intent. Grades will be based on a final examination. Autumn: Christopher Serkin

TRUSTS AND ESTATES

This course examines American systems governing the transfer of property at death and related issues, with occasional glances at other legal systems. We first address statutory schemes for intestate succession. We then contrast the relatively formalistic law of wills (including capacity, execution, modification and revocation, and interpretation) with will substitutes and other comparatively flexible non-testamentary means of transferring property at death, including trusts. We close with a look at fiduciary duties, and in particular the modern prudent investor rule. We will consider both Illinois statutes and the Uniform Probate Code and Trust Act. Recurring course themes are the idea of testamentary freedom; statutory and other constraints on the disposition of property; and legal and other responses to social and technological changes such as assisted conception, artificial life support, untraditional families, and changes in the predominant forms of wealth. Grades will be based on participation in class discussion, contribution to the class Wiki, and a final examination. Winter: Howard Helsing; Michelle Huhnke

VICTIMS' RIGHTS AND ADVOCACY AT THE INTERNATIONAL CRIMINAL COURT

Since World War II there have been some 250 conflicts around the globe, leaving between 70-170 million civilian victims. Unlike diseases or natural disasters, the injuries and tragedies of war are largely self-inflicted. Created in response to such depravities, the International Criminal Court (ICC) stands as the first permanent juridical body prosecuting atrocity crimes such as genocide, war crimes, and crimes against humanity. The ICC has in historic fashion given a voice to victims who were once silenced -- and the ICC has accomplished this monumental feat by permitting victims for the first time in history to participate directly in the trials of their abusers. Despite its laudable mission, the ICC's track-record to date, like the performances of the ICC's predecessor tribunals, has ample room for improvement, and has caused many skeptics to question the ICC's efficacy to bring about peace and justice. The goal here, therefore, is to understand the reality of international criminal practice. Topics we will cover include the ICC's creation, the origin of victims' rights, and what it takes to litigate a case before the Court. This background, in turn, allows us to address a number of key questions: How does the ICC function? What are the legal, theoretical, and political pillars on which the ICC is built? What is the proper role for victims in atrocity crimes litigation? How well have the Court's promises to victims matched up with its actual performance? What are the upsides and downsides sovereign nations must weigh before joining the ICC? What does an ICC victim representative, prosecutor, legal officer, or judge actually do? What institutional flaws have kept the ICC, as well as the predecessor ad hoc tribunals, from living up to the expectations they have set for themselves and the world community? Moving beyond this legal background, we will also consider concrete reforms to help the ICC fulfill its mission of efficiently redressing past atrocities, while concurrently preserving the rights of victims and the accused. In addition to discussing the foundation of victims' rights under international law, as well as the history and purpose, we will survey the ICC's rules of procedure, rules of evidence, and other practical issues impacting the Court's daily litigation practice. After taking the course, students will be able to separate reality from wishful thinking, and will emerge with a much truer understanding of what it takes to be a litigator in this premier international arena. The text will be a Oxford University Press book written by the instructor (scheduled for publication on March 11, 2010) -- Grading will be based on class participation (30%), as well as on one in-class final exam (70%). For more information about the required text book go to <http://www.us.oup.com/us/catalog/general/subject/Law/PublicInternationalLaw/InternationalCriminalandHumanita/?view=usa&ci=9780199737475> . Spring: T. Markus Funk

WORKSHOP: CONSTITUTIONAL LAW

This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers. Enrollment may be limited. Autumn, Winter, Spring: David Strauss

WORKSHOP: JUDICIAL BEHAVIOR

The Workshop on Judicial Behavior provides students with a unique opportunity to read and analyze cutting-edge scholarship that focuses on how judges reach their decisions. In a case law system such as that of the United States, a realistic understanding of judicial behavior, which conventional legal instruction does not convey, is essential to the understanding and practice of law. Over the course of the academic year, eight scholars from the fields of law and the social sciences will present their work. In response, students will write short reports. By the end of the academic year, they will also produce a major research paper on judicial behavior. The Workshop is limited to ten law students from the University of Chicago and ten from Northwestern University; interested students should contact Prof. Landes (land@uchicago.edu) by September 7, 2009. It will meet nine times over the course of the academic year, with meetings alternating between Chicago and Northwestern. The Workshop schedule can be found at <http://www.law.uchicago.edu/workshops/judicialbehavior>. Autumn, Winter, Spring: William Landes; Richard Posner

WORKSHOP: LAW AND ECONOMICS

This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of 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 four credits; one in Autumn, one in Winter, and two in Spring. Grading is based on the completion of a substantial paper, which may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Autumn, Winter, Spring: Omri Ben-Shahar

WORKSHOP: LAW AND PHILOSOPHY

This year's Law and Philosophy Workshop is on the topic Utilitarianism and the Law. This is a seminar/workshop most of whose participants are faculty from various area institutions. It admits approximately ten students by permission of the instructors. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. There are twelve meetings throughout the year, always on Mondays from 4 to 6 PM. Half of the sessions are led by local faculty, half by visiting speakers. The leader assigns readings for the session (which may be by that person, by other contemporaries, or by major historical figures), and the session consists of a brief introduction by the leader, followed by structured questioning by the two faculty coordinators, followed by general discussion. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Writing Requirement. The schedule of meetings will be announced by mid-September, and prospective students should submit their credentials to both instructors by September 20. Past themes have included: practical reason; equality; privacy; autonomy; global justice; pluralism and toleration; war; sexuality and family. Students are admitted by permission of the instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) by September 20 to Nussbaum by e mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students. Autumn, Winter, Spring: Martha Nussbaum; Adam Hosein

WORKSHOP: LEGAL SCHOLARSHIP

This multiquarter workshop is designed for students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. In the Autumn quarter the course will be run as a faculty mini-workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the Spring Quarter the class will function as a workshop for students, enabling them to present their papers. In preparation for each meeting, students will submit short (2-3 page) critiques of the author's paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get his/her piece into publishable shape. The student's grade is based on the weekly papers, participation, and (for students enrolled in the two quarter sequence) the quality of the final version of their long paper. Students can fulfill a portion of their writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12) in this course, and LLMS interested in teaching or getting to actively participate in a scholarly workshop where they have extensive opportunities to speak and hone their skills in critiquing legal argument. FALL ONLY option: This seminar is designed to give the students the experience of participating in a faculty workshop. Each week young scholars from around the country will present a work in progress and unlike other workshops where the faculty does most of the questioning, the students will question the speakers (and write a two page paper setting out their questions and comments). The presentations will be followed by feedback that will enable students to learn how to present academic work and select a publishable topic for their research. LLMS interested in teaching are welcome. Autumn, Winter, Spring: Lisa Bernstein

WORKSHOP: PUBLIC LAW AND LEGAL THEORY

The Public Law and Legal Theory Workshop, a new offering for 2009-10, brings together the former workshops on Law and Politics, Crime and Punishment, and Legal History. Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and to submit one reaction paper per quarter on a paper of their choosing. Autumn, Winter, Spring: Adam Cox; Jacob Gersen; Bernard Harcourt; Alison LaCroix; Jonathan Masur; Richard McAdams

WORKSHOP: REGULATION OF FAMILY, SEX, AND GENDER

This workshop, conducted over two sequential quarters, exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions, to be held irregularly throughout the winter and spring, are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse. Grading is based on a substantial paper or on completion of short papers that respond to the paper being presented, with class participation taken into account. Enrollment is limited. Writing for this workshop may be used as partial fulfillment of the JD writing requirement (SWP for JD '10; SRP or WP for JD '11 and JD '12). Winter, Spring: Mary Anne Case

INDEPENDENT RESEARCH

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 Law School Student Handbook. Students wishing to register for independent research credit should consult the Registrar or the Dean of Students.

Before being granted permission to register for independent research credit, students must submit a project proposal to the supervising faculty member. In considering possible fields or topics for such projects, students may wish to consider seminars that are listed in the course offerings but 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 exceptional independent research papers for publication in *The Law Review* or in other legal periodicals.

Papers completed for independent research credit do not automatically fulfill the Substantial portion of the Writing Requirement. A student who seeks such credit through an independent study should ascertain from the sponsoring faculty member whether that is possible and what standards are required to obtain certification of the project for the Substantial portion of the Writing Requirement.

SUBJECT CATEGORIES FOR SECOND- AND THIRD-YEAR COURSES

Below is a representative sample of courses offered on a regular basis. Not every course or seminar listed is offered every year. For the most up-to-date listing of courses offered, see the Law School website: <http://www.law.uchicago.edu/courses/>.

ADMINISTRATIVE LAW, LEGISLATIVE PROCESS, AND GOVERNMENT REGULATION

Administrative Law
 Bankruptcy and Reorganization: The Federal Bankruptcy Code
 Climate Change
 Employee Benefits
 Environmental Law
 Federal Regulation of Securities
 Foreign Relations Law
 International Arbitration
 International Environmental Law
 International Financial Regulation
 International Organizations
 Law and the Political Process
 Local Government Law
 National Security Problems and the Rule of Law
 Parent, Child, and the State
 Prudential Regulation of Financial Institutions: Lessons from the Financial Crisis of 2008
 Public Choice
 Public International Law
 Regulated Financial Institutions: High Profile Proceedings Across Differing Regulatory Regimes
 Section 1983 Civil Rights Litigation
 State and Local Finance: Selected Topics
 Telecommunications Law and Policy
 Telecommunications Law: Advanced Issues

COMMERCIAL, BUSINESS, AND LABOR LAW

Advanced Contracts: Sales, a Practice Oriented Approach
 Advanced Securities
 Advanced Trademarks and Unfair Competition
 Antitrust and Intellectual Property: Readings
 Antitrust Law
 Art Law
 Art Law: Litigating Title Disputes
 Asset Based Finance
 Bankruptcy and Reorganization: The Federal Bankruptcy Code
 Business of Law
 Business Planning
 Buyouts
 Climate Change
 Commercial Real Estate Transactions
 Comparative and International Antitrust
 Comparative Corporate Law
 Competition Policy in the European Community
 Complex Corporate Litigation Management
 Concluding Complex Business Transactions
 Copyright
 Copyright Law: Theory and Policy
 Corporate Crime and Investigation
 Corporate Finance
 Corporate Finance, Behavioral Finance and Investments

Corporate Governance
 Corporation Law
 Current Controversies in Corporate and Securities Law
 Electronic Commerce Law
 Employee Benefits
 Employment Discrimination
 Employment Discrimination Project
 Entrepreneurship and the Law
 Entrepreneurship in Practice
 Environmental Law
 Fair Housing
 Federal Regulation of Securities
 Federalism and Globalization: Insurance Regulation of Modern Financial Services
 Financial Accounting
 Financial Accounting for Lawyers
 Globalization and the Law
 Hedge Fund Litigation
 Information Technology Law: Complex Industry Transactions
 Information Technology Law: Outsourcing Agreements
 Institute for Justice Clinic on Entrepreneurship
 Intellectual History of Competition Policy
 Intellectual Property
 International Arbitration
 International Finance
 International Financial Regulation
 International Intellectual Property and Development
 International Political Economy (Rise of China)
 International Trade Law
 Introductory Accounting Concepts for Lawyers
 Investment Management
 Law, Economics and Entrepreneurship
 Life Cycle of a Chapter 11 Case
 Luxury Retailing and Law
 Microfinance and International Development Institutions
 Partnership Taxation
 Patent Law
 Practicing Corporate Law
 Prudential Regulation of Financial Institutions: Lessons from the Financial Crisis of 2008
 Real Estate Finance
 Regulated Financial Institutions: High Profile Proceedings Across Differing Regulatory Regimes
 Sarbanes-Oxley Act
 Secured Transactions
 Sports Law
 State and Local Finance: Selected Topics
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
 Studies in Corporate Control
 Taxation of Corporations I
 Taxation of Corporations II
 Trademark Law and Policy
 Trademarks and Unfair Competition
 Transactional Lawyering

CONSTITUTIONAL LAW

Administrative Law
 American Law and the Rhetoric of Race
 Child Development and the Law: Selected Topics
 Civil Rights Clinic: Police Accountability
 Comparative Constitutional Law
 Conflicts of Law
 Constitutional Decision Making
 Constitutional Law I: Governmental Structure
 Constitutional Law II: Freedom of Speech
 Constitutional Law III: Equal Protection and Substantive Due Process
 Constitutional Law IV: Speech and Religion
 Constitutional Law V: Freedom of Religion
 Crime Policy: Evaluation Methods and Evidence
 Criminal Procedure I: The Investigative Process
 Criminal Procedure II: The Federal Adjudicative Process
 Employment Discrimination
 Employment Discrimination Project
 Fair Housing
 Federal Criminal Law
 Federal Criminal Practice
 Foreign Relations Law
 Higher Education and the Law
 Human Rights: Alien and Citizen
 International Human Rights
 Law and Practice of Zoning, Land Use, and Eminent Domain
 Law and the Mental Health System
 Marriage
 National Security Problems and the Rule of Law
 Privacy
 Race and Criminal Justice
 Section 1983 Civil Rights Litigation
 Sex Discrimination
 Sexual Orientation and the Law
 Workshop: Constitutional Law

COURTS, JURISDICTION, AND PROCEDURE

Administrative Law
 Admiralty Law
 Appellate Advocacy Clinic
 Class Action Controversies
 Comparative Legal Institutions
 Complex Corporate Litigation Management
 Conflicts of Law
 Criminal Procedure I: The Investigative Process
 Evidence
 Federal Jurisdiction
 Immigrant Children's Advocacy Project
 Intellectual Property Litigation: Advanced Issues
 Jurisdiction in Cyberspace
 Law and Politics: U.S. Courts as Political Institutions
 Law and the Political Process
 Legal Profession
 Local Government Law
 Negotiation and Mediation
 Public International Law
 Remedies
 Section 1983 Civil Rights Litigation
 Trial Advocacy
 Trial Practice: Strategy and Advocacy
 Workshop: Judicial Behavior

CRIMINAL LAW AND CRIMINAL PROCEDURE

Corporate Crime and Investigation
 Crime Policy: Evaluation Methods and Evidence
 Criminal and Juvenile Justice Project
 Criminal Justice and Cyber Law
 Criminal Procedure I: The Investigative Process
 Criminal Procedure II: The Federal Adjudicative Process
 Exoneration Project
 Federal Criminal Defense Clinic
 Federal Criminal Law
 Federal Criminal Practice
 Federal Sentencing: Balancing Judicial and Prosecutorial Discretion
 Philosophical Issues in Criminal Law
 Punishment and Social Theory
 Race and Criminal Justice
 Workshop: Crime and Punishment

FAMILY LAW, PROPERTY RIGHTS, TORTS, AND INSURANCE

Art Law
 Art Law: Litigating Title Disputes
 Child Development and the Law: Selected Topics
 Climate Change
 Commercial Real Estate Transactions
 Divorce Practice
 Employment Discrimination
 Employment Discrimination Project
 Environmental Law
 Fair Housing
 Family Law
 Federalism and Globalization: Insurance Regulation of Modern Financial Services
 Higher Education and the Law
 Historic Preservation Law
 Immigrant Children's Advocacy Project
 International Environmental Law
 Introduction to Islamic Law
 Introductory Income Tax
 Irwin Askow Housing Initiative
 Law and Practice of Zoning, Land Use, and Eminent Domain
 Life Cycle of a Chapter 11 Case
 Luxury Retailing and Law
 Marriage
 Oil and Gas Law
 Parent, Child, and the State
 Poverty and Housing Law Clinic
 Privacy
 Property Theory
 Real Estate Finance
 Sex Discrimination
 Sexual Orientation and the Law
 Socio Economic Rights
 Trusts and Estates
 Women Living Under Muslim Laws
 Workshop: Regulation of Family, Sex, and Gender

HEALTH LAW

Environmental Law
 Family Law
 Health Law and Policy
 Law and the Mental Health System

Law, Policy, and Theories of Nonprofit Organizations in the U.S.
 Mental Health Advocacy
 Parent, Child, and the State
 Sexual Orientation and the Law
 Topics in U.S. Health Economics, Sociology, and Policy

INTELLECTUAL PROPERTY, TECHNOLOGY LAW, AND ENTREPRENEURSHIP

Advanced Trademarks and Unfair Competition
 Antitrust and Intellectual Property: Readings
 Antitrust Law
 Art Law
 Art Law: Litigating Title Disputes
 Business Planning
 Comparative and International Antitrust
 Copyright
 Copyright Law: Theory and Policy
 Criminal Justice and Cyber Law
 Electronic Commerce Law
 Entrepreneurship and the Law
 Entrepreneurship in Practice
 Information Technology Law: Complex Industry Transactions
 Information Technology Law: Outsourcing Agreements
 Institute for Justice Clinic on Entrepreneurship
 Intellectual History of Competition Policy
 Intellectual Property
 Intellectual Property Litigation: Advanced Issues
 International Intellectual Property and Development
 Jurisdiction in Cyberspace
 Law, Economics and Entrepreneurship
 Microsoft Lab: Technology Law Practicum
 Patent Law
 Privacy
 Sports Law
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
 Telecommunications Law and Policy
 Telecommunications Law: Advanced Issues
 Trademark Law and Policy
 Trademarks and Unfair Competition

INTERNATIONAL AND COMPARATIVE LAW

Art Law
 Art Law: Litigating Title Disputes
 Comparative and International Antitrust
 Comparative Constitutional Law
 Comparative Corporate Law
 Comparative Legal Institutions
 Competition Policy in the European Community
 East Asian Law
 European Legal History
 Federalism and Globalization: Insurance Regulation of Modern Financial Services
 Foreign Relations Law
 Globalization and the Law
 Human Rights I: Philosophical Foundations of Human Rights
 Human Rights II: History and Theory
 Human Rights III: Current Issues in Human Rights
 Human Rights in Mexico
 Human Rights: Alien and Citizen
 Immigrant Children's Advocacy Project
 Intellectual History of Competition Policy
 International Arbitration

International Environmental Law
 International Finance
 International Financial Regulation
 International Human Rights
 International Intellectual Property and Development
 International Law and International Relations Theory
 International Organizations
 International Political Economy (Rise of China)
 International Taxation
 International Trade Law
 Introduction to Islamic Law
 Invitation to Talmudic Law
 Law of the European Union
 Legal Aspects of China's Economic Transition
 Legal Elements of Accounting
 Legal History of Early China
 Legal Issues in India
 Microfinance and International Development Institutions
 National Security Problems and the Rule of Law
 Nonproliferation and the International Trade in Nuclear Materials
 Public International Law
 Women Living Under Muslim Laws

JURISPRUDENCE AND LEGAL THEORY

Comparative Legal Institutions
 Constitutional Decision Making
 Constitutional Law I: Governmental Structure
 Economic Analysis of the Law
 Empirical Law and Economics
 Ethics
 Ethnography of Law
 Game Theory and the Law
 Globalization and the Law
 Human Rights I: Philosophical Foundations of Human Rights
 Human Rights II: History and Theory
 Intellectual History of Competition Policy
 International Law and International Relations Theory
 Jurisprudence I: Theories of Law and Adjudication
 Jurisprudence II: Topics in Moral, Political, and Legal Theory
 Law, Science, and Medicine
 Legal History of Early China
 Legal Interpretation
 Legality and the Rule of Law
 Mind and the Law
 Philosophical Issues in Criminal Law
 Property Theory
 Public Choice
 Public International Law
 Punishment and Social Theory
 Race and Criminal Justice
 Readings in Legal Thought
 Socio Economic Rights
 Workshop: Law and Economics
 Workshop: Law and Philosophy
 Workshop: Law and Politics

LEGAL HISTORY

American Law and the Rhetoric of Race
 European Legal History
 Human Rights II: History and Theory
 Intellectual History of Competition Policy
 Invitation to Talmudic Law
 Legal Elements of Accounting

Legal History of Early China
 Marriage
 Roman Law
 Women Living Under Muslim Laws
 Workshop: American Legal History

PRACTICE AND ETHICS

Advanced Contracts: Sales, a Practice Oriented Approach
 Advanced Legal Research
 Advanced Legal Writing
 Appellate Advocacy Clinic
 Art Law: Litigating Title Disputes
 Bernard Williams on Ethics
 Business of Law
 Business Planning
 Commercial Real Estate Transactions
 Complex Corporate Litigation Management
 Concluding Complex Business Transactions
 Divorce Practice
 Entrepreneurship in Practice
 Ethics
 Federal Criminal Practice
 Financial Accounting
 Financial Accounting for Lawyers
 Hedge Fund Litigation
 Information Technology Law: Complex Industry Transactions
 Information Technology Law: Outsourcing Agreements
 Intellectual Property Litigation: Advanced Issues
 Intensive Trial Practice Workshop
 Introductory Accounting Concepts for Lawyers
 Investment Management
 Law and Practice of Zoning, Land Use, and Eminent Domain
 Legal Profession
 Legal Writing and Analysis
 Life Cycle of a Chapter 11 Case
 Microsoft Lab: Technology Law Practicum
 Negotiation and Mediation
 Practicing Corporate Law
 Pre-Trial Advocacy
 Real Estate Finance
 Section 1983 Civil Rights Litigation
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
 Transactional Lawyering
 Trial Advocacy
 Trial Practice: Strategy and Advocacy

TAXATION

Business Planning
 Climate Change
 Electronic Commerce Law
 Employee Benefits
 International Taxation
 Introductory Income Tax
 Legal Elements of Accounting
 Non-Profit Organizations
 Partnership Taxation
 State and Local Finance: Selected Topics
 Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
 Taxation of Corporations I
 Taxation of Corporations II

COMPLEMENTARY, MULTIDISCIPLINARY, AND CROSS-LISTED COURSES

American Law and the Rhetoric of Race
 Bernard Williams on Ethics
 Business Planning
 Child Development and the Law: Selected Topics
 Climate Change
 Crime Policy: Evaluation Methods and Evidence
 Empirical Law and Economics
 Ethnography of Law
 Financial Accounting
 Financial Accounting for Lawyers
 Game Theory and the Law
 Introduction to Islamic Law
 Introductory Accounting Concepts for Lawyers
 Investment Management
 Invitation to Talmudic Law
 Law and Politics: U.S. Courts as Political Institutions
 Law, Policy, and Theories of Nonprofit Organizations in the U.S.
 Law, Science, and Medicine
 Mind and the Law
 Price Theory 1
 Price Theory 2
 Punishment and Social Theory
 Race and Criminal Justice
 Roman Law
 Socio Economic Rights
 Topics in U.S. Health Economics, Sociology, and Policy
 Workshop: Law and Economics
 Workshop: Law and Philosophy
 Workshop: Law and Politics
 Workshop: Legal Scholarship
 Workshop: Regulation of Family, Sex, and Gender

FACILITIES

THE LAW SCHOOL

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

The Quadrangle is massed around an open court and reflecting pool and includes a courtroom complex, the Kane Center for Clinical Legal Education, a two-level classroom building, the Benjamin Z. Gould Administration Building, and the D'Angelo Law Library.

The design of the Quadrangle promotes informal and frequent exchange between faculty, staff, and students. The library tower, symbolizing Chicago's scholarly core, is at the center of the Quadrangle. Faculty offices are arranged around the working floors of the tower so that students studying in the library have easy access to the faculty. The custom at the Law School is for the faculty to work with their doors open and for students to drop in on faculty at any time without going through secretaries or other staff. On the ground floor of the library tower is the Harold J. Green Law Lounge, the "town hall" of the law school. Containing the law school café, tables, chairs, and informal sofa seating areas, the Green Lounge is a central crossroads where faculty, staff, and students gather, meet, and talk between classes, for coffee breaks and meals.

THE D'ANGELO LAW LIBRARY

Occupying five floors in the central building of the Laird Bell Quadrangle, the D'Angelo Law Library combines one of the finest print collections in the country with the latest technology in information access. The Library's unique design—bookstacks surrounded by student carrels and faculty offices—is a physical expression of the Law School's community of scholarship and teaching. Ample seating on all floors of the Library provides students with direct access to the print collections. Wired and wireless network availability throughout the tower enables laptop access to electronic resources. The print library, numbering more than 653,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, and both current and historical sources of law and commentary. The electronic collection includes access to an extensive array of campus networked information sources in many disciplines, online legal information sources, the Library's online catalog, and LexisNexis and Westlaw. Faculty and students have unlimited access to all electronic sources from Library and off-campus computers.

The Library's Web page, at <http://www.lib.uchicago.edu/e/law/>, guides law students and professors to the variety of services provided by the D'Angelo Law Library and is a simple and consistent gateway to an array of sources in licensed databases and on the Internet. Librarians create this virtual pathway to legal information and also serve as mediators connecting the faculty, students, and staff of the Law School with the information they seek. The librarians are also instructors for legal research, through the Bigelow program, in an Advanced Legal Research course, and in less formal sessions held throughout the year to support Law School courses and to prepare students for their experience in legal practice.

The D'Angelo Law Library is part of the University of Chicago Library System of over seven million volumes. The staff of the D'Angelo Law Library works closely with students to locate needed materials throughout the University library system, around the world, and in the virtual library of the Internet.

STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

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

The *University of Chicago Law Review*, founded in 1933, is one of the country's preeminent legal journals. Managed and edited by students, *The Law Review* publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. *The Law Review* emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 15 percent of the students in each first-year class have been invited to join *The Law Review* on the basis of either academic performance or excellence in an annual writing competition. Students may also join the staff during their second or third years by completing a publishable comment through the Topic Access program.

The *University of Chicago Legal Forum* is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include *Cutting-Edge Issues in Class Action Litigation*, *The Scope of Equal Protection*, *Antitrust in the Information Age*, *Frontiers of Jurisdiction*, and *The Law of Cyberspace*. Each fall the *Legal Forum* hosts a symposium at which the authors of the articles present their work.

The *Chicago Journal of International Law* is a student-edited forum for discussion and analysis of international law and policy issues. *CJIL* is committed to publishing timely and concise scholarly work written by academics, judges, practitioners, policymakers, and students. The journal is published twice yearly, in the fall and spring.

The Hinton Moot Court Competition, founded in 1954 and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to second- and third-year students. The competition provides the opportunity to develop skills in brief writing and appellate advocacy. The focus of the preliminary autumn round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Chicago attorneys. Twelve to sixteen students advance to the semifinal round, where they brief and argue another case. A panel of faculty judges presides over the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on a new case and appear before a panel of distinguished judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup recipients. Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

The Law Students Association is the student government organization. Its president, five representatives from each class, and an LL.M. representative are elected annually by the student body. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees. LSA also sponsors the weekly Wine Mess for students and faculty.

LSA supports a variety of student groups, including:

- the American Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;
- the American Constitution Society (ACS), a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- Amicus, a group that provides networking opportunities for law students' spouses and significant others;
- Apathy, the women's intramural sports teams (long reigning University champions in football);
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Bull Moose Society, an organization to spark debate about the nature and shortcomings of the current state of two-party politics;
- the Chicago Investment Law Group, for students interested in the financial markets and the impact of legal decisions on the capital markets;

the Chicago Law Animal Welfare Society (CLAWS), dedicated to encouraging thought and discussion within the student body regarding legal topics related to animal rights and animal welfare;
 the Chicago Law Foundation, a nonprofit organization providing funds for Law School students to work on public interest legal projects;
 the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;
 the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers holds networking events, organizes field trips, provides career services programs, and engages in volunteer community service;
 the Dallin H. Oaks Society for student members of the Church of Latter Day Saints;
 the Edmund Burke Society, a conservative debating society;
 the Entertainment and Sports Law Society, a group of students interested in exploring professional opportunities in the fields of entertainment and sports law;
 the Environmental Law Society, to discuss the legal aspects of environmental issues;
 the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;
 FeedChicago, a community service organization that raises funds and food to benefit the Greater Chicago Food Depository;
 the Film Festival, organized to watch and discuss movies with legal themes;
 the Health Law Society, for students with a casual interest as well as those considering a specialty in health law;
 the Intellectual Property Law Society, to promote student understanding of intellectual property;
 the International Human Rights Law Society, dedicated to learning about and practicing international human rights law;
 the International Law Society, an organization for students interested in the many facets of public and private international law;
 the Japan Law Society, organized to promote knowledge and awareness of Japan and its legal system through lectures by practitioners and scholars and sponsorship of students who wish to attend Japan-related business and academic conferences;
 the J.D./M.B.A. Student Association, providing information and support to students interested and involved in the J.D./M.B.A. program;
 the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
 the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
 the Law and Internet Forum, founded to educate students about evolving cutting-edge law and internet issues, and to provide an academic community for the discussion of these issues;
 Law and Society, for students who wish to discuss liberal/progressive policies and legal theories;
 the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state, and local level;
 the Law School Musical, an annual student musical with faculty guest appearances;
 the Law School Republicans, a forum for Republican-minded students to interact with other students sharing a similar ideology.
 Law School Trivia, an annual student-faculty trivia tournament;
 the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
 Lawyers as Leaders, for students committed to developing leadership skills;
 Middle Eastern Law Students Association, an organization created to promote a better understanding of the cultures, politics, and legal institutions of the Middle East, and to encourage students connected with the region to meet and exchange views;
 the Muslim Law Students Association, to satisfy the diverse social, cultural, religious, and intellectual needs of Muslim students and to introduce the Law School community to issues of importance to Muslims;
 Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;
 Outlaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
 the Personal Finance Club, which aims to educate students about the importance of making sound financial decisions;
 the *Phoenix*, the Law School student newspaper;
 the Public Interest Law Society, for students interested in public service issues;
 Res Musicata, a group that promotes the performance and appreciation of classical music at the law school;
 Scales of Justice, an a cappella singing group;
 Spring Break of Service, an organization of students who provide pro bono legal services in areas of need during Spring Break;
 the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School;
 Street Law, an organization that sends law students to local high schools to teach legal issues;
 the St. Thomas More Society, a group that provides spiritual support for Catholic students;
 the Transfer Students Association, a group dedicated to easing the transition for transfer students;
 Wine Mess, which organizes the weekly cocktail party for faculty and students;

the Winston Churchill Gaming Society, to promote the wide variety of board games, card games, role-playing games, and computer games;
and the Women's Mentoring Program, a program that pairs local alumnae with current women students.

ATHLETICS

Graduate students at the University have a wide range of opportunities each year to participate in intramural activities, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a campus card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee.

RELIGIOUS LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming open to all. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.

Rockefeller Memorial Chapel is the center of religious activity for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

Community service projects encourage students to give concrete expression to their convictions. Inter-religious dialogue enables participants to learn more about their own traditions by encountering others.

The independent religious organizations on campus offer innumerable opportunities for worship and fellowship within their own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the substantive issues that confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

The Spiritual Life Office (<http://spirit.uchicago.edu>), a virtual office of Rockefeller Memorial Chapel, serves as the liaison to the University for each religious organization. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. Dr. Elizabeth Davenport, Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Descriptions of many of the religious organizations are available at <http://spirit.uchicago.edu/about/group.shtml>.

The University Ecumenical Service is held in Rockefeller Memorial Chapel at 11:00 a.m. every Sunday, except for the weeks between summer Convocation and the arrival of new students in September. The Chapel Choir sings at the weekly services. Organ, choir, and carillon recitals are frequent and open to all. Special services are held throughout the year in observance of significant religious and national holidays and anniversaries. During the Autumn, Winter, and Spring Quarters, the Joseph Bond Chapel on the main Quadrangle is host to a variety of worship experiences throughout the week. For a current schedule, see <http://divinity.uchicago.edu/students/bond.shtml#worship>. In addition, diverse religious groups in the neighborhood of the University welcome student participation in their programs and worship.

CAREER SERVICES

The Office of Career Services offers comprehensive career services to students and graduates of the Law School. We welcome and encourage students and graduates to use the Office of Career Services to explore career options and to learn job search techniques that will serve them well in law school and throughout their professional careers.

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers the on-campus interview programs, with approximately 350 employers in the fall program, followed by a smaller winter program. The office also co-sponsors or participates in numerous off-campus recruitment programs, conducts outreach to employers, and manages information about non-traditional opportunities for students and graduates. Approximately 1,000 term-time, summer, and permanent jobs are posted annually through our web-based job postings service. In addition to these job-search services, the Office of Career Services coordinates the judicial clerkship application process and provides a database of judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs.

Our Career Resource Center contains a variety of materials to facilitate student self-assessment and to design individual job searches. These materials include books, newspapers, periodicals, proprietary survey information, and

online materials including a proprietary database of almost 4,500 employers. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

More than 98% of the Class of 2008 found employment within the tracking period: 79% entered private practice; 13% obtained judicial clerkships; 3% entered business; 2% obtained positions in public service and government; and 2% continued their academic studies. During the summer of 2009, about 98% of the Class of 2010 were employed in legal positions. The majority of these opportunities were with law firms; 10% of these positions were with public service and public interest organizations; and approximately 2% were research assistant positions with professors in addition to other employment. Virtually 100% of the Class of 2011 obtained law-related employment in the summer of 2009. Approximately 42% of this class worked in the public sector, 25% were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 20% of this class worked in the private sector at a law firm or business, 11% accepted judicial internships, and 2% worked in other research assistant positions or at think tanks.

In recent years, approximately 30-50 students and alumni have accepted a judicial clerkship. During the 2004-2005 United States Supreme Court Term, seven Law School graduates served as law clerks for United States Supreme Court justices.

PUBLIC INTEREST CAREERS

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support that the Law School offers for students and graduates seeking public interest work is multifaceted, the common goal is to educate, inspire, and support present, former, and future students in their efforts to pursue a career that incorporates a commitment to public service work.

The Office of Career Services is designed to assist students interested in public interest careers by providing a variety of career-related services including individual career counseling as well as informational and skill development programs. The Law School also supports a variety of public interest career-related programs developed by student-run groups including the Chicago Law Foundation and the Public Interest Law Society (PILS). In addition, the resource center in the Office of Career Services houses a combination of hard copy and electronic materials to assist students and graduates who are pursuing public interest opportunities. The Office of Career Services is a member institution of PSLawNet which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also maintains a public interest list-serve for students and alumni interested in public service opportunities and information.

Each year the Office of Career Services participates in several programs designed to connect students with prospective public interest employers including the Equal Justice Works Career Fair and Conference, the Chicago Area Law School Consortium Public Interest Employer Reception, and the Midwest Public Interest Law Career Conference. In addition, some public interest employers participate in both the fall and winter on-campus interview programs at the Law School. Additional public interest employers who cannot visit our campus request that resumes be forwarded from first-, second- and third-year students interested in summer or permanent positions. Many of the term-time, summer, and permanent jobs that are posted annually through our web-based job postings service come from public interest employers.

The Law School awards public service scholarships for entering students, offers guaranteed funding for qualifying summer jobs for first-year students, and administers a generous loan deferment and forgiveness program for graduates engaged in public service. The Law School also fosters public service opportunities for students through the activities of the Law School's Mandel Legal Aid Clinic, the Immigrant Children's Advocacy Project, the Exoneration Project, and the Institute for Justice Clinic on Entrepreneurship.

ACADEMIC CAREERS

To support those students interested in careers in academia, the Law School has curricular offerings designed for students to develop their publications portfolio and a Law Teaching committee to assist students and graduates through the academic search process.

COMPUTER SERVICES

Computer services at the Law School are maintained and continually upgraded by the school's Office of Information Technology and the D'Angelo Law Library. These services are designed to facilitate student work in all areas of legal course work and research.

The Law School maintains and staffs one student computer lab, located on the third floor of the Library. The computers in the lab contain a full complement of software for students needing to do word processing, have email access, and have general Internet access, including legal research through Lexis/Nexis and Westlaw. This lab, or a networked classroom, is used for training students on using the campus network, Internet information sources, the Library's online catalog, Lexis/Nexis, and Westlaw. The lab also provides printers for student printing needs. Student documents are stored on servers maintained by the Law School, allowing students to have fast and easy access to their files from any workstation. These servers are backed up on a regular basis. The 4th, 5th, and 6th floors of the Law Library each contain a pair of public terminals similar to those in the computer lab and a laser printer for student jobs.

Most study areas in the Library are wired for connection to the campus network. Wireless network access is available in many study areas. From these areas, any student with a properly configured laptop computer is able to access the Library on-line catalog, email, the Internet, campus network databases, Lexis/Nexis, and Westlaw without having to use the Student Computer Lab.

HOUSING AND DINING

The University provides a variety of housing units for single and married graduate students. All are within walking distance of the campus or near the route of the Campus Bus Service. In addition, Hyde Park has a number of rental apartments ranging from one to eight rooms in size, both in walkup and elevator buildings. Most law students prefer to live in University housing during their first year.

All inquiries concerning University housing should be addressed to Graduate Student Housing Residential Services, 5316 South Dorchester Avenue, Chicago, Illinois 60615, 773/753-2218 or fax 773/753-8054. Students are advised to apply early in order to obtain the desired accommodations. Housing applications are mailed in April to all admitted applicants to the Law School. Detailed descriptions of Graduate Student Housing properties are available at http://rs.uchicago.edu/graduate_housing/index.shtml.

All campus dining facilities are open to Law School students and accept cash. Campus Dining Services also offers a variety of options for pre-purchased meal plans. Further information about the dining facilities and the meal plans is available at http://housing.uchicago.edu/campus_dining_services/.

CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. During the academic year, The Family Resource Center provides activities for the families of graduate and professional students, as well as referrals for various child care services. More information on the FRC is available at <http://grad-affairs.uchicago.edu/services/frc1.shtml>.

Action for Children is a private, not-for-profit agency that provides free personalized assistance to University employees and students seeking child care. Students may contact Action for Children at 773/564-8890 or childcare@actforchildren.org.

Hyde Park has excellent public, private, and parochial schools. Registration for public schools is based on neighborhood boundaries unless the school is a magnet school (open to children city wide via admissions lotteries) or unless a permit to attend is granted by the school. To ensure a place in a private or parochial school, enroll as early as possible (most schools are full by late summer).

For further information on nursery, elementary, and secondary schools, contact the Office of Graduate Affairs, Admin. 226-A, 5801 Ellis Avenue, Chicago, IL 60637, telephone: 773/702-7813.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENTS

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. Additionally, if the student resides in Chicago during the academic year, the insurance must cover medical care provided in the Chicago area for both emergency and non-emergency medical situations. In keeping with this requirement, each year all insurance eligible students are automatically enrolled in the Basic coverage of the University Student Health Insurance Plan (U-SHIP). Students may upgrade to the Prescription Advantage coverage as well as add dependents before the enrollment/waiver deadline.

Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the deadline will remain enrolled in the U-SHIP Basic coverage and are responsible for the annual premium. Detailed information about the U-SHIP plan, including information on

- Enrollment/Waiver Deadlines
- Automatic Enrollment
- Eligibility
- Coverage during Personal Leave of Absence
- Coverage during Medical Leave of Absence
- Binding Coverage
- Premiums

can be found at <http://studenthealth.uchicago.edu/studentinsurance/>.

IMMUNIZATION REQUIREMENTS

By State of Illinois law, generally all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The Student Care Center notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are also available to be downloaded from the web (<http://scc.uchicago.edu>). They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of registration, students who are not yet compliant will have their subsequent registrations restricted and will not have the restriction lifted until they have become compliant with the immunization requirement. Students who receive this notification are urged to call the Immunization Office at 702-9975 to resolve their immunization compliance status. For more information about the State of Illinois immunization law, go to: <http://studenthealth.uchicago.edu/immunization/>

UNIVERSITY POLICIES

The Law School and its students are obliged to abide by the policies set forth by the University. These policies appear in the Student Manual of University Policies, available online at www.uchicago.edu/docs.studentmanual/university/. Topics covered include

- Civil Behavior in a University Setting
- Statement of Nondiscrimination
- Policy on Unlawful Discrimination and Harassment
- Sexual Assault Policy
- Disability Accommodation Protocol
- Graduate Student Parents Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Patent, Software, and Intellectual Property Policy
- Safety and Appropriate Use of Facilities

FINANCIAL INFORMATION

FEES

Application Fee. An application fee of \$75 must accompany each original application for admission to the Law School. No part of the fee is refundable, nor is it applicable as an advance payment of other fees.

Tuition. Tuition in the Law School for 2009–2010 is \$43,998 for incoming students and \$42,330 for continuing students for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

Health Fees. All students pay an annual fee for use of the University's Student Health Service. University policy also requires that each student be covered by adequate health and hospitalization insurance. Students must pay an annual premium for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.

Special Fees. The University charges for late registration, for late payment of tuition and an annual student life fee.

EXPENSES

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about \$19,560 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 80% of the students at the Law School receive some financial aid, either in the form of scholarships or loans. Since scholarship funds are insufficient to cover all needs, most assistance involves a combination of scholarships and loans. Decisions as to the amount of financial aid awarded to entering students are based on considerations of need and merit. In determining financial need, a student's resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted.

Applicants requesting loan assistance should submit the Free Application for Federal Student Aid (FAFSA) as well as the Student Loan Administration's Graduate Loan Application. Applicants who would also like to be considered for need-based scholarship funds from the Law School must also submit the Need Access Report (www.needaccess.org).

SCHOLARSHIPS

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

LOANS

Many students at the Law School use some combination of government and private loans to finance their educations. Qualified students have the option of borrowing from these loan programs up to the full amount of the student budget. The government loans include Perkins Loans, Subsidized Stafford Loans, Unsubsidized Stafford Loans, and Graduate PLUS Loans. A complete description of the current terms of these loan programs and the application is available online at sla.uchicago.edu.

LL.M. STUDENTS

Expenses and financial aid—Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$64,500, with concomitant increases to those with dependents. Funds to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments or other outside sources. Because of the University's financial policy, tuition waivers are not permitted.

INFORMATION FOR APPLICANTS

PREPARATION FOR THE STUDY OF LAW

We generally do not prefer certain majors over others, but we do value a well-rounded education that has exposed applicants to the humanities and sciences, with a particular emphasis on writing and reasoning skills, as well as foreign languages. For more information, please consult the Official Guide to ABA-Approved Law Schools, prepared by the Law School Admission Council and the American Bar Association. This book includes information about pre-law preparation, applying to law schools, and the study of law, as well as information about most U.S. law schools. It is available in many college bookstores and also online at www.lscac.org.

APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

Completing the Application. Applicants must submit their applications electronically through the LSDAS Electronic Application, available at www.lscac.org. The application fee is \$75 and may be paid by check or money order made payable to the University of Chicago Law School. You may also pay electronically by credit card. Completed applications can be submitted starting September 1, 2009.

Early and Regular Decision. Applicants may choose to apply for Early Decision or Regular Decision.

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1, 2009, and will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision must submit their applications by February 1, 2010. Applications received for Regular Decision will be considered on a rolling basis once all supporting materials have been received. Any applications received after February 1 will be considered on a space-available basis. We consider applications as soon as they are completed and review them in the order they are completed.

The LSAT. Applicants must take the Law School Admission Test (LSAT) and submit all current LSAT scores before their applications will be considered. An LSAT score is deemed current if it has been earned within five years of the date that the application is submitted to the Law School. The LSAT is administered four times a year in many locations throughout the world. Early Decision applicants must take the LSAT no later than the late September/early October administration. For information about the LSAT, contact the Law School Admission Council at 215/968-1001 or www.lscac.org.

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

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

The LSDAS. All applicants are required to register with the Law School Data Assembly Service (LSDAS) for processing undergraduate and graduate transcripts. LSDAS also provides a letter of recommendation service. The Law School requires that applicants use this service. For information about the LSDAS, please contact the Law School Admission Council at 215/968-1001 or www.lscac.org.

Financial Aid. The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants who wish to be considered for need-based financial aid should contact the Access Group (800-282-1550 or www.accessgroup.org) to complete the application online. Need Access information received after February 1 will be considered for scholarship support only to the extent that funds remain available.

Interviews. The Admissions Committee invites a small number of applicants for interviews at the Law School after their files have been reviewed. Interviews are usually conducted between January and April. Requests for interviews will not be granted; interviews are conducted only at the Admissions Committee's request.

Visits. We encourage all prospective applicants to visit the Law School. In the fall, we conduct open houses for prospective applicants and have student-led tours throughout the academic year; please call ahead for the schedule (773/702-9484) and check our website (www.law.uchicago.edu) for more details.

Applicants with Disabilities. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School for their second and third years of law school. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the law school attended. Transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for selection to the Order of the Coif and may graduate with honors based on their two years of work at the Law School. Transfer applicants must apply electronically using the LSDAS electronic application. Please visit our website at www.law.uchicago.edu for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.

LAW SCHOOL FUNDS AND ENDOWMENTS

PROFESSORSHIPS

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

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

The Lee and Brena Freeman Professorship in Law was established in 1977 by Lee Freeman, Sr., with the combination of matching funds from the Ford Foundation, to support a person whose scholarly and teaching interests include the study of comparative domestic, foreign, and international mechanisms of achieving and preserving competitive business conduct and the interaction of United States and foreign antitrust, tax, and other legal regulation of international corporations to that end.

The Mark and Barbara Fried Professorship in Law was established by Mark (J.D. 1956) and Barbara (A.B. 1954, J.D. 1957) Fried in 2006 to be used for the support of a faculty member at the Law School who takes special responsibility for a Chicago Policy Initiative or whose teaching, research, or direction of students is, in the opinion of the Dean of the Law School, otherwise focused on an impact of the law on a pressing social problem.

The William B. Graham Professorship in Law was established in 1980. It was made possible through the generosity of William B. Graham, a member of the Class of 1936 and a trustee of the University.

The Harold J. and Marion F. Green Professorship in International Legal Studies was established in 1973. The professorship was made possible through the generosity of Harold J. Green and a matching grant from the Ford Foundation. Mr. Green was a member of the Class of 1928.

The Frank and Bernice J. Greenberg Professorship in Law was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932.

The James Parker Hall Distinguished Service Professorship in Law was established in 1930 by the alumni of the Law School in memory of James Parker Hall, dean of the Law School from 1904 until his death in 1928. The Hall family endowed the fund fully through a gift made in 1984.

The Harry Kalven, Jr. Professorship in Law was established in 1976 in honor of the late Harry Kalven, Jr., a member of the Class of 1938, who was on the faculty of the Law School from 1946 until his death in 1974. The Kalven Chair was made possible through the generosity of the Robert R. McCormick Charitable Trust established under the will of Col. Robert R. McCormick, editor and publisher of the Chicago Tribune from 1926 to 1955. The professorship provides in perpetuity for scholarship in First Amendment studies.

The Kirkland & Ellis Professorship in Law was established in 1984 by members of the law firm of Kirkland & Ellis LLP, and its partner, Howard G. Krane, a member of the Class of 1957.

The Julius Kreeger Professorship in Law and Criminology was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband, Julius Kreeger, a member of the Class of 1920.

The Paul H. & Theo Leffmann Professorship in Commercial Law was established in 1997 through a gift from the Leffmann Foundation. The professorship is named after Paul H. Leffmann (Ph. B. 1927, J.D. 1930) and his wife and is awarded to a professor who has attained distinction in the field of commercial law.

The Edward H. Levi Distinguished Service Professorship in Law was established during the 1978–79 academic year with a gift from an anonymous member of the University's Board of Trustees. The professorship is named in honor of Edward Hirsch Levi (Ph.B. 1932, J.D. 1935), Glen A. Lloyd Distinguished Service Professor and president emeritus, dean of the Law School from 1950 to 1962, and a member of the Law School faculty from 1936 until his death in 2000.

The Karl N. Llewellyn Professorship in Jurisprudence was established in 1973 by former students, colleagues, family, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962.

The Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and the Logans' children as a memorial to Seymour Logan, a member of the Class of 1944.

The Bernard D. Meltzer Professorship in Law was established in 2000 honoring the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at the Law School. Professor Meltzer served on the faculty of the Law School for more than 50 years.

The Clifton R. Musser Professorship in Economics was established in 1970 by members of Mr. Musser's family, to provide a permanent professorship in economics in the Law School.

The Max Pam Professorship in Comparative Law was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the trustees under the will of Mr. Pam.

The Gerald Ratner Distinguished Service Professorship in Law was established in 2006 by Mr. Ratner (Ph.B. 1935, J.D. 1937) to help attract and sustain first-rate law faculty.

The Ruth Wyatt Rosenson Professorship in Law was created in 1984 by Ruth Wyatt Rosenson in memory of her husband, Harry N. Wyatt, a member of the Class of 1921.

The Arnold I. Shure Professorship in Law was established in 1971. The professorship, which focuses on urban law, was made possible by a grant from the Ford Foundation. Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, a member of the Class of 1929.

The Sidley Austin Professorship in Law was established in 2008 by members of the law firm Sidley Austin LLP.

The Leo Spitz Professorship in International Law was established by the will of Leo Spitz (J.D. 1910), in memory of his parents, Caroline and Henry Spitz.

The John P. Wilson Professorship in Law was established in 1929 with funds contributed for the John P. Wilson Memorial Foundation by John P. Wilson, Jr. and Anna Wilson Dickinson as a memorial to their father, a member of the Chicago Bar.

The Wilson-Dickinson Professorship in Law was established in 1974 by the trustees of the University with funds from the John P. Wilson Memorial Fund, to honor the memory of the donors of the John P. Wilson Memorial Fund, John P. Wilson, Jr. and Anna Wilson Dickinson.

The Harry N. Wyatt Professorship in Law was created by Harry N. and Ruth Fox Wyatt. Mr. Wyatt was a member of the Law School Class of 1921 and Mrs. Wyatt was a member of the College Class of 1927.

SCHOLARSHIP FUNDS

The Baker & McKenzie Law Student Assistance Program was created by the law firm of Baker & McKenzie in 1989 to provide scholarship support for minority law students.

The Russell Baker Scholarship Fund was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker, a graduate of the Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upper-class students.

The James B. Blake Scholarship Fund was established in 1951 as a memorial to James B. Blake (J.D. 1907) by his friends.

The Harry C. Bull Scholarship Fund was established in memory of Harry C. Bull (J.D. 1985) and his daughters, Madeline and Alexandra, by their friends and family in 2002.

The Richard W. Burke Scholarship Fund was established in 2004 by Richard W. Burke (J.D. 1958) to provide scholarships for students in the Law School and research stipends and support for students interested in pursuing public interest careers.

The William G. Burns Scholarship Fund was created in 1988 as a moral obligation scholarship in memory of Mr. Burns (Ph.B. 1929, J.D. 1931) by his colleagues at the firm of Bell, Boyd & Lloyd LLC and other friends.

The John William and Eva R. Chapman Scholarship Fund was established in 1978 by the bequest of Mr. and Mrs. Chapman.

The Class of 1959 Fund was established in 2009 by the members of the Class of 1959 on the occasion of their 50th reunion. The fund is utilized to provide scholarship support to students of the Law School.

The Clinton Family and Douglas G. Baird Fund was established in 2004 by the Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

The Irwin N. Cohen Scholarship was contributed in 1968 by friends of the late Judge Irwin N. Cohen (LL.B. 1930).

The Marcus Cohn Scholarship Fund was established in 1995 by Mr. Cohn (A.B. 1935, J.D. 1938). Proceeds of the fund are used to provide scholarship support for students in the Law School.

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by bequest under the will of Eleanor C. Collins.

The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The fund provides scholarship support to a second- or third-year law student.

The Lawrence J. Corneck Scholarship Fund was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship aid to worthy and deserving students at the Law School.

The George T. Crossland Scholarship Fund was established in 1997 by a bequest under the will of George T. Crossland (J.D. 1911) to provide scholarships to students in the Law School.

The Decalogue Society of Lawyers Scholarship Fund was established in 1975 by the Decalogue Society of Lawyers in memory of Paul G. Annes (J.D. 1923).

The Earl B. Dickerson Scholarship Fund was established in 1984 by Mr. Dickerson, a member of the Class of 1920 and one of America's early pioneers in the civil rights movement, in memory of his wife, Kathryn Kennedy Dickerson. The fund benefits a student who exemplifies strong moral character and who is committed to projects in the law that seek to correct social injustices.

The Harold and Milton Durchslag Endowment Fund was established in 1997 with a bequest from the estate of Harold Durchslag (Ph.B. 1932, J.D. 1934). Named also for his brother, Milton Durchslag (Ph.B. 1928, J.D. 1930), the fund is used to provide scholarships and loans to students attending the Law School.

The Donald E. Egan Scholarship Fund was created in 1997 in memory of Donald E. Egan (J.D. 1961) by his family and friends including members of the Class of 1961 and the firm of Katten, Muchin & Zavis, where he was a partner. The fund provides scholarship support and a cash award which, while based on financial need and strong academic performance, is given to students who have demonstrated interest in the Law School, leadership potential within the larger legal community, an aggressive desire to succeed tempered by integrity and a reputation for toughness, honesty, and fair dealing.

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

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

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

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

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

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

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

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

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

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

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

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

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

The Berthold Harris Scholarship Fund was established in 1996 by the estate of Jeane T. Harris in memory of her husband Berthold Harris (J.D. 1929). The fund provides scholarship support to students of the Law School.

The Jill Harris Scholarship Fund was established in 1986 by Stuart C. (J.D. 1965) and JoAnn Nathan in memory of Jill Harris. The fund provides financial aid for deserving students.

The George L. and Janet Hecker Scholarship Fund was established in 1997 by George L. Hecker (Ph.B. 1931, J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who received their undergraduate degrees from the College at the University of Chicago.

The Joseph and Marion Heffernan Scholarship Fund was created in 1995 by William C. Heffernan (J.D. 1978) in memory of his parents. The fund provides scholarship support to students on the basis of financial need.

The Stuart Cardell Hyer Scholarship Fund was established in 1972 as a memorial to Stuart C. Hyer (J.D. 1955), by his parents, Ebba Cardell Hyer and Stanton E. Hyer (J.D. 1925).

The Martin D. and Mary A. Jacobson Scholarship Fund was established by Martin (J.D. 1976) and Mary Jacobson in 2005 to provide scholarship aid to worthy and deserving students at the Law School, with preference for students who have served in the nation's armed forces.

The Ruth and Seymour Keith Scholarship Fund was established in 2003 by Gerald Goodman (J.D. 1959) to provide scholarships for students in the Law School and to encourage student programs associated with Jewish law.

The Paul R. and Edmund W. Kitch Scholarship Fund was established by Thomas D. Kitch (J.D. 1969) in honor of his father, Paul, a member of the Class of 1935, and his brother, Edmund, a member of the Class of 1964. The Fund will provide scholarship aid to worthy and deserving students at the Law School.

The Francis S. Kosmerl Fellowships were established in 1948 by a bequest under the will of Francis S. Kosmerl (J.D. 1918).

The Law School Alumni Scholarship Fund provides scholarships to deserving students through funds contributed by alumni.

The Rex Lee Scholarship Fund was established in 2003 by the members of the Class of 1963 in honor of Rex Lee (J.D. 1963).

The Moses and Dorothy Levitan Scholarship Fund was established in 1985 by Mrs. Levitan in memory of Mr. Levitan, a member of the Class of 1913. The fund provides support for worthy and deserving students.

The Allen Hart Lippitz Memorial Fund was established in 1987 by Ivan and Golda Lippitz in honor of their late son, an outstanding student who aspired to a career in law. The fund supports moral obligation scholarships awarded annually to students demonstrating both financial need and the highest moral and ethical standards.

The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook LLP to honor its founding partners, John S. Lord and Cushman B. Bissell. In 1985, it became a permanent source of financial assistance to law students, providing scholarships to first- and second-year students chosen on the basis of outstanding scholastic accomplishment, leadership, and initiative.

The Hilda Loth Memorial Scholarship Fund was established in 1968 by Alan Loth, a member of the Class of 1914, in memory of his wife, Hilda Loth, to provide an annual law scholarship.

The Edith Lowenstein Scholarship Fund was established in 1983 by bequest under the will of Edith Lowenstein, a member of the Class of 1939. This full-tuition scholarship is to be awarded each year to a needy law student who shows promise of becoming a good lawyer due to his or her intelligence, character, and general education. The award is made on the basis of the student's progress during the first year of law school without regard to class standing.

The Robert F. and Phyllis M. Lusher Scholarship Fund was created in 1995 by Mr. Lusher (A.B. 1957, A.B. 1958, J.D. 1959) and Mrs. Lusher (A.B. 1954) to enable an international graduate student to come to the Law School for a Master of Laws (LL.M.) degree.

The Lidia and Samuel Martini Memorial Scholarship Fund was established in 1975 by a bequest under the will of Chester Martini in memory of his parents.

The Edwin B. Mayer Student Aid Fund was established in 1956 in honor of Edwin B. Mayer, a member of the Class of 1912.

The Mayer, Brown, Rowe & Maw Scholarship Fund was established in 2006 by the law firm and its partners and associates.

The McDermott Will and Emery Scholarship Fund was established in 2004 to provide support of student scholarships. It is supported by gifts from members of the firm.

The Victor McQuiston Scholarship Fund was created in 1986 by his widow, Ethel McQuiston, and the estate of Victor McQuiston, a member of the Class of 1921. The fund provides financial aid for deserving students.

The Byron S. and Jeanette R. Miller Working Students Assistance Fund was created in 1996 by Byron (A.B. 1935, J.D. 1937) and Jeanette (A.B. 1936, J.D. 1937) Miller. The fund provides financial support to law students who work during the academic year while in law school.

The Robert H. and Ina M. Mohlman Fund was established in 1986 by Mr. Mohlman (A.B. 1939, J.D. 1941) for the benefit of students at the Law School.

The Leonard G. Nierman Fund was established by Mr. Nierman's mother, Pauline, his wife, Bernys, and sons, Paul and James, through the Eli A. Nierman Foundation as a memorial to Mr. Nierman, a member of the Class of 1936. The funds are awarded as a moral obligation scholarship to a second- or third-year student who exhibits interest in a career in patent law.

The Benjamin and Rita Ordower Scholarship Fund was established in 2005 in honor of Benjamin (Ph.B. 1932, J.D. 1934) and Rita Ordower by Mark Ordower (J.D. 1966) and Lawrence Ordower.

The Tony Patiño Fellowship Fund was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr., in keeping with his philosophy and his intention to help his fellow law students. The fellowship is "trying to identify leaders, people of character and capability." The title of "Fellow-Elect" and a grant of not less than \$7,500 are awarded annually to law students selected by the fellowship's selection committee. The fellowship award and all renewals are determined by committees independent of the Law School.

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 1944) who was a prominent member of the legal profession and who served for many years as a director and officer of the foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

The Abra and Herbert Portes Scholarship was funded by The Margaret and Richard Merrell Foundation in 2006 to provide scholarship support to students in the Law School. Herbert Portes was a graduate of the Law School and the former Director of the Merrell Foundation.

The James Nelson Raymond Scholarship Fund was established in 1930 by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

The Reuben & Proctor Scholarship Fund was established in 1982 by the law firm of Reuben & Proctor to provide scholarships in the Law School.

The Ruth Wyatt Rosenson Scholarship Fund was established in 1989, in memory of her husband, Harry N. Wyatt (Ph.B. 1918, J.D. 1921), as an endowed scholarship by a bequest from Mrs. Rosenson. Selections are made annually based on

scholarship, financial need, moral integrity, and indications of a promising future. Recipients are known as Ruth Wyatt Rosenson Scholars.

The Ben and Althea Rothbaum Scholarship Fund was created in 1991 to provide scholarships for students attending the Law School. Mrs. Rothbaum created the fund in honor of her late husband, a member of the Class of 1921.

The Malcolm Sharp Scholarship Fund was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Malcolm P. Sharp, professor in the Law School from 1933 to 1965.

The Daniel C. Smith Scholarship Fund was created in 1992 by Daniel C. Smith (A.B. 1938, J.D. 1940). Proceeds from this endowed fund are used to provide financial aid to deserving and academically promising students at the Law School.

The Harold N. Solomon Scholarship Fund was established in 2005 in loving memory of Harold N. Solomon (J.D. 1931) by his son, William A. Stone. Mr. Solomon, primarily a trial lawyer, had a career that spanned seven decades, including an appointment as a special war crimes prosecutor in post-war Leipzig, Germany. The scholarship is awarded to annually to students demonstrating both financial need and the highest moral and ethical standards.

The Edmund A. Spencer Scholarship Fund was established in 1994 with a bequest from the estate of Mr. Spencer, a Chicago CPA/attorney, who was one of the first specialists in federal income taxation. Proceeds from the fund are used to provide scholarships to academically promising students in the Law School who are dependent in whole or in part upon their own efforts to provide the means of obtaining a legal education.

The Stepan Company Scholarship Fund, established in 1972 by the Stepan Company, is awarded on the basis of academic achievement and financial need to a third-year student, a person likely to make a constructive contribution to society either as a practicing lawyer or in other leadership capacities within the profession. Paul H. Stepan is a member of the Class of 1970.

The Stonewall Scholarship Fund was created in 1989 and is awarded by the dean of students to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

The Marvin T. Tepperman Scholarship Fund was created in 1991 by Jane Price Tepperman in honor of her late husband, a member of the Class of 1949, and a leading corporate attorney in San Francisco. The fund provides financial aid for deserving students.

The Alfred B. Teton Civil and Human Rights Scholarship Fund was created with a bequest to the Law School by Judge Alfred B. Teton (A.B. 1935, J.D. 1936) who served in the United States Department of Justice early in his career and later became Judge of the pro se Circuit Court of Cook County. The fund benefits students who have demonstrated a desire to contribute to the field of civil and human rights.

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (J.D. 1969) and Janet M. Unterman. The fund provides scholarship support for students in the Law School.

The Maurice Walk Centennial Scholarship Fund was established in honor of the Law School's centennial to commemorate Maurice Walk, a member of the Class of 1921, who was born in the same year that the Law School was founded. The fund provides scholarships for students at the Law School.

The William W. Wilkow Scholarship Fund was established in 1984 by the law firm of Wilkow & Wilkow, P.C., in honor of William W. Wilkow (J.D. 1948). The scholarship is awarded to a second- or third-year student who shows academic promise and exhibits financial need.

The Harry N. and Ruth F. Wyatt Scholarship was established through the estate of Mr. Wyatt to provide scholarships in the Law School. Mr. Wyatt was a member of the Class of 1921.

The S. K. Yee Scholars Fund was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These moral obligation scholarships are awarded annually to law students as determined by the dean of the Law School.

PUBLIC SERVICE FUNDS

The Mark A. Aronchick Fellowship Fund was established in 2004 by Mark A. Aronchick (J.D. 1974) to support students and graduates of the Law School who pursue careers or summer employment dedicated to the public interest, in government, non-profit organizations, or comparable opportunities.

The Edward D. Friedman Fellowship Fund was created by Edward D. Friedman (J.D. 1937) and his family to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The Glazov Family Fund was created by Burton (J.D. 1963) and Adrienne Glazov and members of the Glazov family to support summer stipends for students working in public service.

The Bernard Heerey Family Foundation Student Fellowship Grant Program in support of public interest work was created in 2006 to provide forgivable loans to Heerey Fellows who work in the public interest during the summer following their first or second year of law school.

The James C. Hormel Fund was established in 2004 by Mr. Hormel, a member of the Class of 1958. The fund supports the Hormel Public Interest Program at the Law School, which provides grants and loan repayments designed to encourage and assist graduates of the Law School who pursue qualifying public-interest work.

The James C. Hormel Public Service Fund was created in 1986 by Mr. Hormel, a member of the Class of 1958 and dean of students at the Law School from 1961 to 1967, to support the James C. Hormel Public Service Program at the Law School. This program is designed to encourage participation by students and graduates in public service activities.

The Karsten Library Computerized Legal Research Endowment Fund was established in 2000 to support the Karsten Library in the Mandel Legal Aid Clinic.

The Thomas Loren Karsten Public Service Fund was created in 1990 by Marilyn Herst Karsten (Ph.B. 1944) and the Marilyn and Thomas Karsten Foundation. The fund honors the memory of Thomas Loren Karsten (Ph.B. 1937, J.D. 1939), whose long career included distinguished public service. Through the Law School's public service program, the fund helps to ease the financial burden faced by students and graduates considering careers in public service.

The Miriam Hamilton Keare Environmental Law Fund (ELF) was created in 1989 by Miriam Hamilton Keare (J.D. 1933) to support student research, bring speakers to the Law School, fund summer and part-time public service work by law students, and public service/work by graduates of the Law School in the area of environmental law.

The Steven and Priscilla Kersten Fellowship Fund was established by Steven Kersten (J.D. 1980) to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.

The Kathryn Smith Matkov Fund was established in 1999. The fund honors the memory of Kathryn Smith Matkov, a member of the Class of 1979. It was created by George Matkov and members of the Class of 1979. The fund supports clinical legal education and public interest law.

The Norval Morris Public Interest Fellowship was established in honor of the late Norval Morris by his family, colleagues, students and friends in 2004. The fund supports a criminal justice or mental health internship for a Law School student each summer. Professor Morris was a member of the Law School faculty for forty years, a former dean of the Law School, and founding director of the Center for Studies in Criminal Justice.

The Ranney Family Fund was created in 2006 by George Ranney, Jr. (J.D. 1966) and Alison Ranney (J.D. 1995) as a public service fellowship fund for research stipends, loan forgiveness and school support to students and graduates who pursue careers or summer employment dedicated to the public interest in government, non-profit organizations or other comparable opportunities.

The Daniel C. Smith Fellowship Fund was established in 1980 to support a student during the summer for research in support of legal services to indigent clients in the University community. The fellowship honors Daniel C. Smith, a member of the Class of 1940, and was made possible through gifts from the FMC Corporation, the Amoco Foundation, and the law firm of Kirkland & Ellis LLP.

The Harry B. and Branka J. Sondheim Government Service Fund was established in 2003 by Harry (A.B. 1954, J.D. 1957) and Branka Sondheim to provide support for students interested in pursuing careers in government service.

The Myndl and Hyman M. Spector Fund provides supplemental grants to support students who accept public service positions during the summer. The fund was established in 1982 by Mr. and Mrs. Spector's family in recognition of their lifelong devotion to civil liberties.

The Maurice S. and Helen R. Weigle Fund for Public Service was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The fund currently supports students in the Law School's Mandel Legal Aid Clinic and alumni who utilize their skills in the protection of the rights and welfare of children.

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (A.B. 1935, J.D. 1937), whose distinguished legal career included 34 years as a U.S. District Court judge. The fund is used to support the work of students in the Law School's Mandel Legal Aid Clinic in the area of criminal justice; or in such programs that, in the opinion of the dean, would best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.

The Bobette and James Zacharias Fund was established in 1982 by family and friends in honor of James L. Zacharias, a member of the Class of 1935, on the occasion of his 70th birthday. The fund provides support for the work of the Mandel Legal Aid Clinic.

FELLOWSHIP FUNDS

The Victor H. Kramer Foundation Fellowship Fund was established in 1976 by the Victor H. Kramer Foundation of Washington, D.C., for mid-career training of employees of the Federal Trade Commission and the Antitrust Division of the Department of Justice. Under the original terms, the Kramer Fellowship Program was offered in alternate years with the Institution for Social Policy Studies at Yale University. In 1997, Harvard Law School was selected as the alternate school. In addition, the fund is available to support Law School conferences.

LOAN FUNDS

The Harry A. Bigelow Loan Fund was established in 1929 by the Class of 1929 in honor of the late Dean Bigelow.

The Robert Binninger Memorial Loan Fund was established in 1986 through a bequest from Mr. Binninger to provide loans to law students at the University.

The Bernhardt Frank Loan Fund was established in 1952 by Louis H. Silver (J.D. 1928), in honor of his brother-in-law, an outstanding appellate lawyer.

The Ernst Freund Loan Fund was established in 1922 by the late Professor Ernst Freund and since his death has been augmented by other contributions.

The Raphael and Rose, Joseph A. and Martha Bloch Golde Loan Fund was established in 1955 by provision of the will of the late Joseph A. Golde (J.D. 1915), in memory of his parents.

The James Parker Hall Loan Fund was established by the alumni of the Law School in memory of the late Dean Hall.

The Ronald G. Hillebrand Memorial Loan Fund was established in 1962 by the Class of 1962 and other friends of Ronald G. Hillebrand in his memory. It is available to third-year, married students of the Law School.

The Harold S. Lansing Loan Fund was established in 1972 in memory of Mr. Lansing, a member of the Class of 1928, through the generosity of his friend and classmate, Harold J. Green.

The Glen A. Lloyd Student Aid Fund was established in 1975 by friends of Glen A. Lloyd in his memory. Mr. Lloyd, former Chairman of the Board of Trustees of the University, was a member of the Class of 1923.

The Louis M. Mantynband Loan Fund was established by his partners in memory of Mr. Mantynband, a member of the Class of 1920.

The Floyd R. Mechem Loan Fund for law students was established in 1921 by the late Professor Floyd R. Mechem.

The Esther Jaffe Mohr Memorial Loan and Scholarship Fund was established in 1966 in memory of Mrs. Mohr (J.D. 1920), a distinguished Chicago lawyer, by Judith Mohr Joyce, Elaine Goodman Mohr (J.D. 1954), and David L. Mohr (J.D. 1959). Preference is to be given to women.

The Harvey Puchowitz Loan Fund was established in 1955 by friends of Harvey Puchowitz (J.D. 1954), in his memory.

The Anna Louise Raymond Loan Fund was established in 1932 for the benefit of students in the Law School, with preference to be given to women.

The Julius Rosenthal Loan Fund was established in 1903 in memory of Julius Rosenthal, by the late Judge Julian W. Mack, formerly a professor in the Law School.

The Frederick and Edith Shaffer Sass Loan Fund was established by Frederick Sass, Jr. (Ph.B. 1930, J.D. 1932) and Louis Sass (S.B. 1932), in memory of their parents.

The Earl K. Schiek Loan Fund was established through the generosity of the late Mr. Schiek, a member of the Class of 1920.

The Alta N. and Channing L. Sentz Loan Fund for worthy and deserving students was established in 1971 by a bequest under the will of Channing L. Sentz, a member of the Class of 1908.

The Ben and May Shapiro Loan Fund, established by Robert B. Shapiro (J.D. 1935), in memory of his parents, is available to students, preferably in the Law School, who depend in whole or in part on their own efforts to secure an education.

The Florence and Irving Stenn Loan Fund was established in 1970 by Irving N. Stenn, Sr. (J.D. 1927) and Florence Stenn.

The Richard M. Stout Clinical Loan Fund was established in 1997 by Richard M. Stout (J.D. 1944) to provide interest-free loans to students working in the Mandel Legal Aid Clinic who, upon graduation, plan on entering some form of public-interest law.

FACULTY RESEARCH FUNDS

The Ameritech Fund in Law and Economics was established in 1986 by the Ameritech Foundation to underwrite research, writing, and scholarship in the field of law and economics.

The Russell Baker Scholars Fund for the support of faculty research was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker. Mr. Baker, a member of the Class of 1925, was the founder of Baker & McKenzie.

The Walter J. Blum Faculty Research Fund was created in 1988 by Professor Blum's friends, admirers, and former students in honor of his long and distinguished career. The fund provides support for faculty research in the areas of taxation, corporate finance, and reorganization.

The Frank Cicero, Jr. Faculty Fund was created by Frank Cicero, Jr. (J.D. 1965) on the occasion of his 25th reunion. The proceeds of the fund are used to recruit, encourage, and support outstanding faculty members.

The John Dewey Lectureship in Jurisprudence was established in 1981 by the John Dewey Foundation.

The Aaron Director Fund in Law and Economics was established as a research fund in 1986 by an anonymous donor in honor of Aaron Director, professor of economics emeritus at the Law School. In 2005, the fund was changed to support a professorship in law and economics.

The James H. Douglas, Jr. Fund for the Study of Law and Government was created in 1988 in memory of Mr. Douglas, a trustee of the University, by his colleagues at the firm of Gardner, Carton & Douglas LLP clients, and other friends. The fund supports scholarship in law and government at the Law School.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support faculty research in the Law School. Nancy Goodman Feldman received her A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

The Lee and Brena Freeman Faculty Research Fund was created in 1986 by Lee A. Freeman, Sr. to provide faculty support for research and study.

The Herbert and Marjorie Fried Teaching and Research Scholars Fund was established in 1980 by Mr. and Mrs. Fried to assist in providing teaching and research support for the faculty. Mr. Fried was a member of the Class of 1932.

The Maurice and Muriel Fulton Lectureship in Legal History was created in 1985 through a gift made by Mr. Fulton (A.B. 1940, J.D. 1942) and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

The Burton and Adrienne Glazov Faculty Fund was created in 1990 by Burton (J.D. 1963) and Adrienne Glazov in honor of the graduation from the Law School of their daughter, Alison (J.D. 1990). The proceeds of the fund are used to support the recruitment and retention of outstanding teachers and scholars for the faculty.

The Dwight P. Green, Sr. Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green (J.D. 1912) for support of the Law School's continuing research and teaching program in crime control and criminal justice.

The Harold J. Green Faculty Recruitment and Retention Fund was created in 1989 by Marion Green, the Green family, and the Harold J. Green Foundation in memory of Harold J. Green (Ph.B. 1927, J.D. 1928). The proceeds of the fund are used to provide housing support and salary supplements for the recruitment and retention of outstanding teachers and scholars for the faculty of the Law School.

The Joseph H. Hinshaw Research Fund was created in 1989 by the Trust of Madeline E. Hinshaw in memory of her husband, a past president of the Illinois State Bar Association and a fellow of the American College of Trial Lawyers. The fund is used to support the scholarly activities of the University of Chicago Legal Forum.

The Lawrence T. Hoyle, Jr. Faculty Fund was created in 1990 by Lawrence T. Hoyle, Jr. (J.D. 1965) in honor of his 25th reunion. The fund provides support for the recruitment, encouragement, and support of outstanding members of the faculty.

The Insurance Research Fund was created in 1985 by a distribution of funds for the benefit of the Law School. The fund underwrites faculty research regarding workmen's compensation insurance and related areas.

The Kanter Family Foundation Initiatives Fund was established in 2006 to support the Law School's Chicago Policy Initiatives program and the Kanter Director of the program.

The Wilber G. Katz Lectureship was established in 1976 in honor of Wilber G. Katz, dean of the Law School from 1940 to 1950, to fund an annual lectureship on a legal topic of significance by a member of the faculty of the Law School.

The Daniel P. Kearney Faculty Research Fund was created in 1995 by Mr. Kearney, a member of the Class of 1965, in honor of his 30th reunion. Income from the fund is used to support faculty research in the field of corporate governance.

The Daniel and Gloria Kearney Fund was established by Daniel (J.D. 1965) and Gloria Kearney in 2006, to provide support for the director or co-director of the Law and Economics Program at the Law School.

The Samuel J. Kersten Faculty Fund was established in 1985 by the Samuel J. Kersten Family Foundation for the purpose of supporting faculty research at the Law School. The gift was made in honor of Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

The Paul H. Leffmann Fund was established in 1990 by Mr. Leffmann (Ph.B. 1927, J.D. 1930) to support research in the Law School.

The Carl S. Lloyd Faculty Fund was established in 1973 by Carl S. Lloyd, a member of the Class of 1920, to assist in providing faculty support.

The Walter Mander Teaching and Research Scholars Fund was created in 2005 by Charles Wolf (J.D. 1975) in honor of his uncle, Walter Mander.

The Mayer, Brown & Platt Endowed Faculty Research Fund was established in 1986 by members of the law firm for the support of faculty research.

The McCormick Companions' Fund was established by Brooks McCormick Jr. to promote the study of animal rights at the University of Chicago Law School.

The Charles J. Merriam Faculty Fund was established in 1979 by Mr. and Mrs. Charles J. Merriam, to support distinguished faculty, visiting faculty from other schools, or individuals from public or private practice who teach at the Law School. Mr. Merriam was a member of the Class of 1925.

The Clifton R. Musser Law Lectureship Fund was established in 1956 with a gift from the General Service Foundation to bring to the Law School a former government official to reflect on some phase of the problems of government at the local, state, or federal level.

The Stuart C. and JoAnn Nathan Faculty Fund was created in 1989 by Stuart C. (J.D. 1965) and JoAnn Nathan in honor of Mr. Nathan's 25th reunion. The fund provides support for the scholarly research of members of the Law School faculty.

The Russell J. Parsons Faculty Research Fund was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after 37 years of service.

The George J. Phocas Fund was established in 1994 by Mr. Phocas (A.B. 1950, J.D. 1953) to support faculty research. The proceeds of the fund are to be used to support research in the field of private international law.

The Max Rheinstein Research Fund in Family Law was created in 1977 in honor of Professor Rheinstein by his friends and former students to underwrite faculty research in the field of family law.

The Robert B. Roesing Faculty Fund was established in 1977 by Robert B. Roesing, a member of the Class of 1936, to assist in providing faculty support.

The Bernard G. Sang Faculty Fund was established in 1973 by Bernard G. Sang, a member of the class of 1935, to assist in providing faculty support.

The Elsie O. and Philip D. Sang Faculty Fund was established in 1984 by a gift from the Elsie O. and Philip D. Sang Foundation in honor of Bernard G. Sang, a member of the Class of 1935, to assist in providing faculty teaching and research support.

The Walter V. Schaefer Fund was created in 1995 by Nancy Schaefer (J.D. 1974) and Chester T. Kamin (J.D. 1965). The fund honors Ms. Schaefer's father who graduated from the Law School in 1928 and whose distinguished legal career included service as a Justice of the Illinois Supreme Court. The fund supports visiting faculty who study law from the perspective of the generalist.

The Ulysses S. and Marguerite S. Schwartz Memorial Fund was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The fund is used to support visits to the Law School of distinguished lawyers, whose experience may be in the academic field or in practice or public service. In 2001, the purpose of the fund was expanded to include the support for a periodic visiting lectureship or senior fellowship, the student public service internship program, and the Law School's student loan forgiveness program.

The Arnold and Frieda Shure Research Fund, one of the Law School's first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems, which touch closely the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the fund were expanded to support significant publications, including books and articles, by senior members of the Law School's faculty. Recipients of grants from the fund are given the title "Shure Scholars" and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the fund may be used from time to time to support the acquisition of rare books or rare documents for the D'Angelo Law Library.

The Sonnenschein Fund was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

The Leonard Sorkin Faculty Fund was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in honor of Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

The Paul J. Tierney Clinical Program Fund was established in 2009 to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

The Jerome S. Weiss Faculty Research Fund was established in 1980 through the generosity of Gertrude Weiss Goodwin in memory of her late husband, Jerome S. Weiss, a member of the Class of 1930. Mr. Weiss's partners in the Chicago law firm of Sonnenschein Nath & Rosenthal LLP, as well as friends of Mr. Weiss, have made substantial contributions to the fund.

The Ludwig and Hilde Wolf Teaching and Research Scholar Fund was established in 2009 to provide support for a faculty member of the Law School.

The Hans Ziesel Endowment for Empirical Research in the Law is to be used in the Law School for faculty support and research.

DEAN'S DISCRETIONARY AND OTHER FUNDS

The Arnold and Samuel Chutkow Memorial Fund was established in 1958 as a memorial to Arnold M. Chutkow (J.D. 1951), through a gift from Samuel Chutkow (J.D. 1920), and the friends and classmates of Arnold Chutkow, to support the student moot court competition. In 1981, it was also designated as a memorial to Samuel Chutkow.

The Norton Clapp Fund was created in 1986 by Mr. Clapp, a member of the Class of 1929. As an endowed fund, it is to underwrite special needs of the Law School as determined essential and appropriate by the dean.

The Stephen C. Curley Fund was created in 1993 by Stephen C. Curley (J.D. 1969) in honor of his firm and in celebration of his 25th reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

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

The George E. Fee, Jr. Memorial Fund, established in 1976 in memory of George E. Fee, Jr. (J.D. 1963), who served as director of placement and later dean of students in the Law School from 1965 to 1969, is used to support activities or grants that will aid students or the quality of student life.

The Barbara J. and B. Mark Fried Dean's Discretionary Fund was created in 1989 by Mr. Fried (J.D. 1956) and Mrs. Fried (A.B. 1954, J.D. 1957) in honor of Jo Desha Lucas, professor of law emeritus and former dean of students. The fund is used to further the educational and scholarly missions of the Law School.

The Herbert F. Geisler Mandel Clinic Fund was created in 1985 to honor Mr. Geisler, a member of the Class of 1929, by one of his classmates. The fund underwrites special projects in the Edwin F. Mandel Legal Aid Clinic.

The Irving H. Goldberg Family Fund was created in 1988 by Jane Wolfsohn Goldberg (Ph.B. 1932) and the Goldberg family in memory of Mr. Goldberg (Ph.B. 1926, J.D. 1927). The fund is used to promote diversity within the student body.

The Daniel and Susan Greenberg Law School Fund was established in 1986 by Daniel (J.D. 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930. The fund is expendable at the dean's discretion.

The Frank Greenberg Dean's Discretionary Fund was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932, to be used at the discretion of the dean of the Law School.

The Elmer M. Heifetz Memorial Fund was established in 2001 by Harriet Heifetz in memory of her husband, Elmer (J.D. 1937), to support special faculty and student conferences and events.

The David and Celia Hilliard Fund was established in 2004 by David (J.D. 1962) and Celia Hilliard.

The Karl R. Janitzky Memorial Fund supports the academic mission of the Law School. It was established in 2003 through a bequest from Karl Janitzky (A.B. 1938, J.D. 1940).

The Mr. and Mrs. Elliott A. Johnson Fund was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.

The Harry Kalven, Jr. Memorial Fund was established in 1974 by the family, friends, and former students of Harry Kalven, Jr. (J.D. 1938). Mr. Kalven, who had been a member of the faculty since 1946, was the Harry A. Bigelow Professor of Law at the time of his death.

The Lillian E. Kraemer Fund was created by Ms. Kraemer (J.D. 1964) in 1993, in anticipation of the 30th anniversary of her graduation. The fund is used by the dean of the Law School to meet the needs of faculty and students, and to address opportunities and problems as they arise.

The Lawver Dean's Discretionary Fund was established by the estate of Aloha Lawver, wife of Jesse Lawver (J.D. 1929), in 1998, to support the Mandel Legal Aid Clinic, the library, and student scholarships.

The Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer (J.D. 1929), a friend and counselor of Mr. and Mrs. Blum. The fund underwrites projects in the Center for Studies in Criminal Justice at the Law School.

The Michael E. Meyer Fund was created in 1991. It is used at the discretion of the dean of the Law School to support projects and underwrite programs central to the academic and scholarly mission of the Law School. Mr. Meyer, a member of the Class of 1967, created the fund on the occasion of the 25th anniversary of his graduation.

The Bernard J. Nussbaum Fund was created in 1983 by Bernard J. Nussbaum (J.D. 1955) and was endowed in 1990 on the occasion of Mr. Nussbaum's 35th reunion and in honor of his brother, Michael (J.D. 1961), and his sons, Peter (J.D. Yale 1985) and Andrew (J.D. 1991). Currently, the proceeds of the fund are utilized at the discretion of the dean to support the central mission of the Law School.

The Robert H. O'Brien Fund was established in 1998 by a gift from Robert H. O'Brien (LL.B. 1933) to support the Law School at the dean's discretion.

The Leonard M. Rieser Memorial Fund was established in 1959 by the family and friends of Leonard M. Rieser, a distinguished Chicago lawyer and a former lecturer in law at the Law School, as a memorial to him to be used in a manner consistent with his wide and varied interests in law. Currently the fund supports the Law and Philosophy Workshop at the Law School.

The Morton C. Seeley Fund was established in 1971 by a bequest under the will of Mrs. Morton C. Seeley in memory of her husband, Morton C. Seeley, a member of the Class of 1910.

The John N. Shephard Dean's Discretionary Fund was created in 1986 by Mr. Shephard, a member of the Class of 1941, for use at the dean's discretion, preferably for new and unusual opportunities.

The John N. Shephard Fund for Clinical Legal Education was established in 1995 by Mr. Shephard, a member of the Class of 1941. The proceeds of the fund are used to support the educational experience of students working in the Mandel Legal Aid Clinic at the Law School.

The Wadmond Dean's Discretionary Fund was established by the estate of Lowell (J.D. 1924) and Mary Elita Wadmond, in 1997, to further the education and scholarly missions of the Law School.

The Stout Family Fund for Women, Entrepreneurship, and the Law was established in 2000 by Jon (J.D. 1971) and Patricia Stout to support and advance women's entrepreneurship at the Law School.

CLASS FUNDS

The Class of 1915 Scholarship Fund was endowed by the Class of 1915 and is awarded annually to a second-year student in the Law School.

The Class of 1935 Scholarship Fund was established in 1968 by members of the Class of 1935 to provide a scholarship annually to a student in the Law School.

The Class of 1941 Scholarship Fund was established in 1981 by members of the Class of 1941 to provide scholarships in the Law School.

The Class of 1949 Dean's Discretionary Fund was established in 1989 by members of the Class of 1949, on the occasion of their 40th reunion. The fund is utilized at the discretion of the dean to further the central mission of the Law School.

The Class of 1951 Scholarship Fund was established in 1981 by members of the Class of 1951 to provide scholarships in the Law School.

The Class of 1954 Fund was established by members of the Class of 1954 on the occasion of their 40th reunion. The fund provides unrestricted support for Law School programs.

The Class of 1959 Fund was founded to provide support for the Law School's faculty and student programs. The fund was established by members of the Class of 1959, in celebration of the 35th anniversary of their graduation.

The Class of 1967 Fund was established by members of the Class of 1967 in honor of their 40th reunion to provide scholarships in the Law School.

The Class of 1969 Fund was established by members of the Class of 1969, as part of their 25th reunion celebration. The fund supports the central academic mission of the Law School by providing unrestricted support for its programs.

The Class of 1974 Fund was established by members of the Class of 1974, on the occasion of their 20th reunion. The fund provides the dean of the Law School with unrestricted support to be used to strengthen the institution's curricular and para-curricular programs.

The Class of 1979 Michael Bernstein Fund was established by members of the Class of 1979, on the occasion of their 10th reunion, in memory of their classmate. Mr. Bernstein was killed in the downing of PanAm Flight 103 over Lockerbie,

Scotland, while on a mission for the U.S. Department of Justice. The fund is used to provide loan forgiveness and other support for Law School alumni who enter the public service.

The Class of 1984 Fund was established by members of the Class of 1984, on the occasion of their 10th reunion. The fund provides unrestricted support for the central academic mission of the Law School.

The Class of 1987 Fund was established by members of the Class of 1987, on the occasion of their 10th reunion. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

The Class of 1997 Fund was established by members of the Class of 1997 in honor of their 10th reunion to provide scholarships in the Law School.

LIBRARY FUNDS

The Leo H. Arnstein Law Library Fund was established in 1993 in memory of Mr. Arnstein, a 1926 graduate of the College and a member of the Law School Class of 1928. Mr. Arnstein's friends and family established this fund in memory of his long and distinguished career in the practice of law, and in acknowledgment of his lifelong commitment to the power and beauty of the written word.

The Morton John Barnard Fund was established in 2005 by Eleanor S. Barnard in memory of her husband, Mr. Bernard (J.D. 1927) to provide support for the D'Angelo Law Library.

The Elizabeth V. Benyon Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

The J. Franklin Bishop Memorial Book Fund was established in 1987 in memory of Julius Franklin Bishop (J.D. 1927) by his friend Abe L. Stein to support additions to the collection of the D'Angelo Law Library.

The Charles W. Boand Library Fund was established in 1967-1968 by Mr. Boand, a member of the Class of 1933.

The George Gleason Bogert Memorial Law Library Fund was established in 1979 in memory of Professor Bogert, the James Parker Hall Professor from 1936 to 1950, and a member of the faculty from 1925 until his death in 1977.

The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

The Benjamin B. Davis Library Fund was established by his wife, Janice, and his son, Muller, in 1984. The fund to honor Mr. Davis (J.D. 1923) is for library materials in the domestic relations field.

The Allan T. Dunham Memorial Fund was established in 1964 by Professor and Mrs. Allison Dunham in memory of their son, for a general reading collection.

The Essington and McKibbin Memorial Fund was established in memory of two distinguished lawyers and public servants, Thurlow G. Essington (J.D. 1908) and George B. McKibbin (J.D. 1913), by Mrs. Essington and Mrs. McKibbin.

The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by Eli E. Fink (J.D. 1930). The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

The Jerome N. Frank Memorial Library Fund was established in 1961 by the friends of Judge Jerome N. Frank (J.D. 1913).

The William and Irene Friedman Memorial Book Fund was established by Judith Friedman Gillispie on behalf of the William J. and Irene J. Friedman Foundation in memory of Mr. and Mrs. Friedman. The fund supports acquisitions in the D'Angelo Law Library and in the Joseph Regenstein Library.

The Ernst Freund Memorial Book Fund supports the D'Angelo Law Library with a special emphasis on materials relating to judicial conduct and legal ethics and responsibility.

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton. The fund is used to acquire recreational magazines, which are placed in the Fulton Reading Room.

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton.

The Lewis R. Ginsberg Endowed Book Fund was established in 1997 by Mr. Ginsberg, a 1956 graduate of the Law School. The fund supports acquisitions and preservation of books and information resources related to business law, including federal securities regulations.

The Jacob I. Grossman Memorial Library Fund was established in 1975 by a bequest under the will of Jacob I. Grossman.

The William B. Hale Fund was established in 1944 by the family of Mr. Hale for the collection of materials in United States, foreign, and international law relating to monopoly, competition, antitrust, and government regulation of intellectual property rights.

The Walter Harnischfeger Library Fund in International Business Law was established in 1979 in memory of Walter Harnischfeger by the Harnischfeger Foundation for the acquisition of library materials on international business law.

The Wallace Heckman Memorial Fund was established in 1929 by Mrs. Heckman in memory of her husband, business manager of the University from 1903 to 1924.

The David Horwich Memorial Law Library Fund was established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.

The Kellstadt Foundation Law Library Fund was established in 1984 in honor of Leo H. Arnstein, a member of the Class of 1928. The fund supports acquisitions in the area of business and corporate law.

The Elaine and Samuel Kersten, Jr. Law Library Fund was established in 1978 through the gift of Mr. and Mrs. Kersten.

The KixMiller, Baar & Morris Law Library Fund was established in 1991 by Arnold I. Shure (Ph.B. 1927, J.D. 1929) and Frieda Shure. It honors the careers of William KixMiller (Ph.B. 1908, J.D. 1910), Arnold R. Baar (Ph.B. 1912, J.D. 1914), and George Maurice Morris (J.D. 1915), civic leaders, founders of Commerce Clearing House loose-leaf law services, and of the Chicago and Washington, D.C., law firm which bore their names, at which Mr. Shure began his long and distinguished legal career.

The Ira Sydney Kolb Memorial Book Fund was established in 1998 by Mrs. Ira S. Kolb in memory of her husband, Ira S. Kolb (A.B. 1930, J.D. 1932).

The Philip B. Kurland and Paul Michael Bator Book Fund was established in memory of Professor Kurland and Professor Bator and is supported by Alice Bator Kurland.

A special *Law Library Endowment Fund* was established under the guidance and with the help of Arnold I. Shure (J.D. 1929).

The Wendell M. Levi Law Library Fund was established in 1987 by a bequest from the estate of Wendell M. Levi (J.D. 1915).

The Lawrence E. Lewy Memorial Book Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

The John Clower and Emma Bracewell Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell (BLS 1946).

The Leon Morris Liddell Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

The Martha Elizabeth and Maude Voncile Liddell Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Thomas Leon and Minnie Morris Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The McDermott, Will & Emery Law Library Fund was established in 1978 by partner Lorenz F. Koerber, Jr. (LL.B. 1942), and is supported by gifts from other members of the firm.

The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Bernard and Emma S. Nathan and Maurice and Dorothy S. Kay Law Library Fund was established in 1986 by Stuart C. (J.D. 1965) and JoAnn Nathan in honor of Bernard and Emma S. Nathan and Maurice and Dorothy S. Kay.

The Thomas Owens Memorial Book Fund was established by Tom's friends and colleagues in honor of the 21 years that he worked in the D'Angelo Law Library.

The Abra and Herbert Portes Law Library Book Fund was established in 1987 by Ann, Gerald, Michael, and Joshua Yutkin in honor of the 50th wedding anniversary of Abra and Herbert (J.D. 1936) Portes.

The Herta Prager Law Library Fund was established in 1991 by Katharine Prager Darrow (A.B. 1965) and Peter H. Darrow (J.D. 1967), in memory of Mrs. Darrow's mother. Mrs. Prager (J.D. 1940) served as law librarian for Northwestern University, the New Jersey State Library, and the United States Circuit Court of Appeals for the Second Circuit. The fund supports the D'Angelo Law Library, with a special emphasis on European materials.

The Ernst Wilfred Puttkammer Law Library Fund in Criminal Law was established in memory of Mr. Puttkammer by Mrs. Puttkammer in 1979. Mr. Puttkammer was a member of the Class of 1917 and a professor at the Law School from 1920 until 1956.

The James Nelson Raymond Memorial Fund was established in 1929 by Anna L. Raymond as a memorial to her husband, James Nelson Raymond.

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

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

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

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

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

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

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

The Sheldon and Elizabeth Tefft Law Library Fund to be used for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. A0 Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

HONORS AND PRIZES

The Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to third-year students who have made an exceptional contribution to the quality of life at the Law School.

The Joseph Henry Beale Prize, named in honor of the first dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin (LL.B. 1917) to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments, at the city, state, or federal level.

The Herbert L. Caplan Award Fund was established in 2006 by Herbert L. Caplan (A.B. 1952, J.D. 1957). The Award shall be given to a student who demonstrates excellence or special promise in pursuing service in the public interest. The Award will be given during a student's second year of study.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the dean of the Law School on the basis of recommendations from the editors of *The Journal of Law and Economics*, *The Journal of Legal Studies*, and *The University of Chicago Law Review*.

The Entrepreneur's Advocate Award was established in 1999 for the Institute for Justice Clinic on Entrepreneurship. It is given to the graduating student who has most significantly contributed to the IJ Clinic and exhibited exemplary achievement with inner-city entrepreneurs.

The Kirkland & Ellis Centennial Fund was established in 2005 by the firm of Kirkland & Ellis LLP and its partners and associates to honor those students at the Law School who rank highest in scholarship in their class.

The Hinton Moot Court Competition Awards are given to the winners of the Moot Court Competition.

The Karl Llewellyn Memorial Cup, for excellence in brief writing and oral argument in the Law School.

The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School's Moot Court Competition.

The John M. Olin Prize in Law and Economics was established in 1985 through the generosity of the John M. Olin Foundation. This annual award is given to the outstanding graduating law student in Law and Economics in the opinion of the Law and Economics faculty. The recipient will express, through his or her work, a dedication to outstanding scholarship and a broad understanding of the functioning of legal and economic institutions, together with their historic contributions to human liberty and progress.

The Casper Platt Award is awarded each year for the outstanding paper written by a graduating student in the Law School. The award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt (J.D. 1916), who served with distinction for many years as United States District Judge for the Eastern District of Illinois.

LAW SCHOOL CALENDAR 2009–2010

AUTUMN QUARTER

| | |
|-----------------------|--------------------------|
| August 17–28 | OCS On-Campus Interviews |
| September 14–25 | Intensive Trial Practice |
| September 22–25 | Orientation |
| September 29 | Classes Begin |
| November 25–27 | Thanksgiving Break |
| December 4 | Last Day of Classes |
| December 5–8 | Reading Period |
| December 9–16 | Exams |
| December 17–January 3 | Winter Break |

WINTER QUARTER

| | |
|-------------|---------------------|
| January 4 | Classes Begin |
| January 18 | MLK Holiday |
| March 5 | Last Day of Classes |
| March 6–8 | Reading Period |
| March 9–15 | Exam Period |
| March 16–28 | Spring Break |

SPRING QUARTER

| | |
|---------------|----------------------------|
| March 29 | Classes Begin |
| May 21 | Last Day of 2L/3L Classes |
| May 22–24 | Reading Period for 2Ls/3Ls |
| May 25–29 | Exams for 2Ls/3Ls |
| May 28 | Last Day 1L Classes |
| May 29–June 1 | Reading Period for 1Ls |
| May 31 | Memorial Day Holiday |
| June 2 | 1L Elective Exam |
| June 4, 7, 9 | 1L Exams Required Classes |
| June 12 | Graduation |

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