

Fall 2008

## Law School Announcements 2008-2009

Law School Announcements Editors  
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# THE UNIVERSITY OF CHICAGO

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*The Law School*

*Announcements*

Fall 2008



# CONTENTS

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## CONTENTS

### THE UNIVERSITY OF CHICAGO

- Officers of the University of Chicago
- Officers of Administration at the Law School
- Officers of Instruction at the Law School
- Lecturers in Law
- Bigelow Teaching Fellows
- Mandel Legal Aid Clinic
- Faculty from Other Schools and the Divisions
- Fellows
- The Law School Visiting Committee

### THE LAW SCHOOL

- History of the Law School
- Educational Mission of the Law School

### PROGRAMS OF INSTRUCTION

- The Doctor of Law (J.D.) Degree
- Joint and Concurrent Degree Opportunities
- The Graduate Program
- LL.M. Admissions Process
- Professional Journals, Special Programs, and Centers

### PROGRAM REQUIREMENTS AND POLICIES

- Curricular and Residency Requirements
- Substantial Writing Credit / Requirement
- Professional Skills Course Requirement
- The Clinical Programs
- Course Policies
- Grading Policies

### THE CURRICULUM

- First-Year Courses
- Second- and Third-Year Course Offerings
- Independent Research
- Subject Categories for Second- and Third-Year Courses

### FACILITIES

- The Law School
- The D'Angelo Law Library

### STUDENT SERVICES

- Student Life
- Career Services
- Computer Services
- Housing
- Child Care
- University of Chicago Student Health Care
- Security
- University Policies

4 *The Law School*

FINANCIAL INFORMATION

- Fees
- Expenses
- Financial Aid for J.D. Candidates
- Scholarships
- Loans
- LL.M. Students

INFORMATION FOR APPLICANTS

- Preparation for the Study of Law
- Application Procedure and Admissions Policy
- Transfer Applications

FACULTY SCHOLARSHIP, 2007–2008

SIGNIFICANT ACHIEVEMENTS RELATED TO THE CLINICAL PROGRAMS, 2007–2008

INFORMATION ABOUT THE STUDENT BODY, 2007–2008

- Degrees Conferred between September 1, 2007, and August 31, 2008
- Schools, Colleges, and Universities Represented in the Student Body during 2007–2008
- States and Countries Represented in the Student Body during 2007–2008

LAW SCHOOL FUNDS AND ENDOWMENTS

- Professorships
- Scholarship Funds
- Public Service Funds
- Fellowship Funds
- Loan Funds
- Faculty Research Funds
- Dean's Discretionary and Other Funds
- Class Funds
- Library Funds
- Honors and Prizes

LAW SCHOOL CALENDAR 2008–2009

- Autumn Quarter
- Winter Quarter
- Spring Quarter

INDEX

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# THE LAW SCHOOL

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The University of Chicago Law School occupies a unique niche among this country's premier law schools. Located on a residential campus in one of America's great cities, 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 OF THE LAW SCHOOL

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 OF THE LAW SCHOOL

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.

## PROGRAMS OF INSTRUCTION

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

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

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## 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 nor 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.

## **SUBSTANTIAL WRITING CREDIT / REQUIREMENT**

Every J.D. student must complete at least two substantial writing projects beyond those required in the first-year course in Legal Research and Writing, under the supervision of a member of the Law School faculty. A substantial writing may consist of (a) a paper or series of papers prepared

as part of a course, a seminar, or a three-credit program of independent research supervised by a faculty member; or (b) a comment prepared for one of the student-edited journals; a brief prepared for the semifinal or final round of the Hinton Moot Court Competition; or a brief, memorandum, or series of writings in one of the Law School's clinical programs.

Writing within category (a) will satisfy the written work requirement if it is an extended treatment of a particular topic or if the faculty member for whom the work is done certifies its equivalence in length and scholarship to such a paper. Writing within category (b) will satisfy the written work requirement if a faculty member reviews the work and certifies its equivalence in length and scholarship to a paper that satisfies the requirements of category (a).

In no case will substantial writing credit be given for "response" papers or transactional documents. A substantial writing project is expected to involve serious and substantive legal research and analysis. Faculty members sponsoring such projects may require advance approval of topics and multiple drafts before granting certification.

Faculty members provide wide opportunities for individual writing and research projects, either through seminars or through faculty-supervised independent research. Students are urged to make use of these opportunities and are strongly encouraged to complete at least one of their substantial writing requirements during their 2L year.

Lecturers may not sponsor substantial writing projects without advance approval. Students seeking approval to work with a lecturer on a project should petition the faculty Rules and Petitions committee, via the Dean of Students. Visiting faculty are not expected to sponsor substantial writing projects but may do so if they choose and if they will be available to work with students until projects are completed, which in many cases will be after their visit has ended.

Set below are the deadlines for final written work based on the quarter in which the student registered for the course or the independent research project. The paper is due to the faculty member by the deadlines listed below. (An instructor may choose to have an earlier or later deadline.) When the paper is submitted to the instructor, a copy must also be submitted electronically to the Registrar. It should be e-mailed to [lawpapers@law.uchicago.edu](mailto:lawpapers@law.uchicago.edu), and it must be time-dated on or before the deadline date. This provides a back-up to verify that the paper was indeed submitted on time.

Autumn Quarter: Written work submitted by the first day of the Spring Quarter

Winter Quarter: Written work submitted by July 1

Spring Quarter: Written work submitted by the first day of the Autumn Quarter

If a faculty member grants an extension beyond these standard dates, the student must fill out an extension form (obtained from the Registrar's Office), have the faculty member sign it, and turn it in to the Registrar by the deadline date given above. (If the student receives the extension in the form of an e-mail from the instructor, then a copy of that e-mail must be forwarded to the Registrar by the deadline.)

Graduating students must submit all written work to instructors (with an electronic, time-dated copy sent to the Registrar at [lawpapers@law.uchicago.edu](mailto:lawpapers@law.uchicago.edu)) no later than the Monday of the eighth week of the quarter in which they expect to graduate (or at an earlier date set by the professor). Students who do not meet these deadlines will automatically be dropped from the seminar or independent research project and will have a "W" or "F" noted on their transcripts. No extensions may be granted beyond this graduation deadline.

## 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/students/degree\\_requirements.html](http://www.law.uchicago.edu/students/degree_requirements.html).

### LEGAL CLINICS AND CLINICAL COURSES

Appellate Advocacy Clinic  
Civil Rights Clinic: Police Accountability  
Criminal and Juvenile Justice Project  
Employment Discrimination Project  
Exoneration Project  
Federal Criminal Defense Clinic  
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  
Advanced Legal Research  
Affordable Housing Transactions  
Advanced Trial Advocacy  
Advanced Civil Procedure  
Advanced Corporations: Mergers and Acquisitions  
Analytical Methods of Law  
Complex Litigation  
Business of Entrepreneurship for Lawyers  
Business Planning  
Civil Litigation: Theory and Policy  
Class Action Controversies  
Complex Appellate Litigation  
Concluding Complex Business Transactions  
Constitutional Decision Making  
Corporate Crime and Investigations  
Corporate Environmental Behavior  
Corporate Governance  
Criminal Investigations: Interrogation Methods and Undercover Operations  
Criminal Justice and Cyber Law  
Current Controversies in Corporation and Securities Law  
Divorce Practice  
Empirical Law and Economics  
Employee Benefits  
Entrepreneurship and the Law  
Federal Criminal Practice  
Federal Sentencing: Balancing Judicial/Prosecutorial Discretion



Federalism and Globalization: Insurance Regulation of Modern Financial Services  
Fiduciary Duties  
Financial Accounting for Lawyers  
Fundamentals of Commercial Real Estate Transactions  
Information Technology Law: Complex Industry Transactions  
Information Technology Law: Outsourcing Agreements  
Intellectual Property Litigation: Advanced Issues  
International Arbitration  
International Business Transactions  
International Litigation in the U.S. Courts  
Law and Practice of Zoning, Land Use, and Eminent Domain  
Legal Elements of Accounting  
Luxury Retailing and Law  
Major Civil Litigation  
Microsoft Lab: Technology Law Practicum  
National Security and the Rule of Law  
Negotiation and Mediation  
Negotiation Theory and Practice  
Partnership Taxation  
Practicing Corporate Law  
Section 1983 Civil Rights Litigation  
Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions  
Trial Practice Strategy and 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 Project, the Criminal and Juvenile Justice Project, the Federal Criminal Justice Project, the Employment Discrimination Project, the Housing Project, and Mental Health Advocacy (within the Mandel Clinic); the Immigrant Children's Advocacy Project; Entrepreneurship (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, including those courses associated with the Edwin F. Mandel Legal Aid Clinic, the Exoneration Project, the Immigrant Children's Advocacy Project, the Institute for Justice Clinic on Entrepreneurship, and the Poverty and Housing Law Clinic:

- 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, Federal Criminal Justice, Employment Discrimination, Housing Development, and Mental Health. Student experiences may vary by project.

### **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.

### **THE EXONERATION PROJECT**

The Exoneration Project is a cooperative venture between the Law School, the Clinical Programs, the law firm of Loevy & Loevy, and the Truth and Justice 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.

### **OTHER CLINICAL PROGRAMS**

In addition to these projects, the Law School offers a clinical seminar entitled the Poverty and Housing Law Clinic in conjunction with the Legal Assistance Foundation of Metropolitan Chicago. Additional information on this offering 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

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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/index.html>. The course descriptions below, however, provide a representative overview of the curriculum.

## FIRST-YEAR COURSES

### **CIVIL PROCEDURE**

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* Baird, Douglas. *Autumn* Buss, Emily. *Spring* Cox, Adam. *Spring* Wood, Diane.

### **CONTRACTS**

This course, offered over two sequential quarters, addresses the enforceability and interpretation of contractual arrangements, sanctions for their breach, and justifications or excuses for nonperformance. Special attention will be paid to the role of nonlegal sanctions in commercial relationships. The student's grade is based on a single final examination. *Winter* Ben-Shahar, Omri. *Winter* Bernstein, Lisa. *Spring* Baird, Douglas. *Spring* Ben-Shahar, Omri.

### **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. *Winter, Spring* Ben-Shahar, Omri.

### **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. *Winter* Masur, Jonathan. *Winter* McAdams, Richard. *Spring* Harcourt, Bernard. *Spring* McAdams, Richard.

### **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* Dixon, Rosalind. *Autumn* Strauss, David.

### **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 Fellows and Lecturers in Law. 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. In the Spring Quarter, each legal writing section is divided into teams of students to prepare briefs in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. *Autumn, Winter, Spring* Badawi, Adam. *Autumn, Winter, Spring* Balganes, Shyam. *Autumn, Winter, Spring* Franks, Mary Ann. *Autumn, Winter, Spring* Manta, Irina. *Autumn, Winter, Spring* Muchmore, Adam. *Autumn, Winter, Spring* Rowell, Arden.

### **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. *Autumn* Helmholz, R. H. *Autumn* Strahilevitz, Lior. *Winter* Fennell, Lee. *Winter* Helmholz, R. H.

### **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. *Autumn* Fennell, Lee. *Autumn* Gersen, Jacob. *Winter* Levmore, Saul. *Winter* Miles, Thomas.

### **ELECTIVE**

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

## SECOND- AND THIRD-YEAR COURSE OFFERINGS

### **ADMINISTRATIVE LAW**

This course examines the constitutional and statutory framework surrounding the operation and governance of administrative agencies. The first part of the course focuses on constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. In particular, it examines whether and to what extent the arrangements that mark the modern administrative state are consistent with the structural objectives that underlie our constitutional system of separated powers and checks and balances. The second part of the course considers the Administrative Procedure Act (APA). In particular, it examines both the safeguards and pathologies that have emerged after more than a half-century of experience with the APA's prescribed framework for rule-making, adjudication, and judicial review. The student's grade is based on a final examination. *Autumn* Masur, Jonathan. *Winter* Epstein, Richard.

### **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* Schmidt, Randall.

### **ADVANCED CRIMINAL LAW: CRIMINAL LAW AND THE REGULATION OF VICE**

This is a course in advanced criminal law which focuses on the history and policy shifts in six areas usually regarded as "vice crimes:" drugs, disapproved sexual behavior, gambling, pornography, prostitution and alcohol. Over the past half century, huge changes in law and law enforcement practices have been common in this area, and not all in the same direction. Decriminalization is common for gambling and pornography, but a huge war on drugs increased the prison population from drug crime ten-fold in the US during the last generation. Why? What is likely to happen next? Are there differences of principle or only of politics informing radically different recent events and transnational variations? Student can elect either a take home exam or paper project for a grade. *Winter* Harcourt, Bernard.

### **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 a series of practice areas (federal administrative, corporate and securities, tax, transactional, federal procedure, intellectual property) focusing on the substantive resources and practical research skills for each. Students will select their desired areas of focus in fulfilling the course requirements. 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 (ideally the student's intended) area of practice. To receive credit for this course, students must complete two of the four 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 all course meetings (10 percent). If a student completes more than two research assignments, the two highest scores will count towards the final grade. 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 research paper should be approximately ten pages and is due at the end of the quarter's exam period. The course will be limited to twenty students with priority to third years. *Winter* Lewis, Sheri.



**ADVANCED LEGAL WRITING**

The objective of this course is to prepare law students for the working world by honing writing skills for briefs, memoranda, motions, etc. 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 discuss the impact of various writing styles. Through exercises, group critique, and individual conferences, each student will learn to write more succinctly and effectively. Better writers make better lawyers. *Autumn, Winter* Duquette, Elizabeth.

**ADVANCED SECURITIES**

This course picks up where the basic securities course leaves off. It covers the regulation of stock and futures exchanges (and other “self-regulatory organizations”), broker-dealers, and investment advisers, and the allocation of responsibilities between the SEC and the CFTC. It includes some issues in the regulation of tender offers and other control transactions that are omitted from the basic course. Topical subjects, such as legislative and regulatory initiatives, the regulation of derivatives, and the listing of securities of foreign issuers, also receive attention. Federal Regulation of Securities is a prerequisite. The student's grade is based on class participation and a final proctored exam. *Spring* Henderson, M. Todd.

**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. Students who elect to write a major research paper may receive substantial writing credit if the paper is certified by the instructor as having met additional applicable criteria. Enrollment is limited to 22 students. *Winter* Doellinger, Chad; Hilliard, David; Widmaier, Uli.

**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* Hutchinson, Dennis.

**ANTITRUST AND INTELLECTUAL PROPERTY: READINGS**

This seminar will look at a mixture of old and new materials on the intersection of antitrust and intellectual property, focusing on copyright and patent. Possible topics include webcasting, compulsory licensing, cable, and open access. Students write reaction papers to the readings. The student's grade is based on participation and the reaction papers. The reaction papers do not fulfill one of the substantial writing requirements. *Winter* Picker, Randal.

### **ANTITRUST LAW**

This course provides an introduction to the law of antitrust. The course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, “conscious parallelism,” trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course then looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. The student's grade is based on a final examination. *Spring* Epstein, Richard. *Winter* Crane, Daniel.

### **APPELLATE ADVOCACY CLINIC**

The Appellate Advocacy Clinic will be available to four (4) third-year students. Each of the students will be responsible for briefing and arguing a criminal appeal to the United States Court of Appeals for the Seventh Circuit in Chicago. Clinical Instructor Jason Huber and Professor Richard McAdams will work with students in the preparation of briefs and mooted them for oral arguments. Each of the students will receive a license under Illinois Supreme Court Rule 711 for these purposes, and Jason Huber will serve as the attorney of record. The principal brief will be due in early December, and the reply brief and oral argument will be scheduled for the Winter quarter. All of the appeals stem from trials that have taken place in the U.S. District Court of Illinois. Participants will be selected based upon the lottery system. Applicants must have completed a course in Evidence and at least one course in Criminal Procedure. Students who are selected will be undertaking a major responsibility for which they should be prepared to devote substantial time. *Autumn, Winter, Spring* Huber, Jason; McAdams, Richard.

### **ART LAW**

This seminar examines legal issues in the visual arts including artists' 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. *Autumn* Landes, William; Hirschel, Anthony.

### **ART LAW: LITIGATING TITLE DISPUTES**

World War II saw an unprecedented displacement of art. In the decades since, there has been a steady flow of litigation over title to works of art. The resolution of these disputes, which typically pit a good-faith purchaser against descendants of the theft victim, is rarely simple. Most such cases present questions of choice of law, jurisdiction, and statutes of limitations. This seminar will address title disputes and the litigation choices involved. It will be as much a course in litigation strategy as in substantive art law. The course will focus on a series of seminal cases, and the materials examined will include pleadings, discovery material, motion papers, as well as judicial opinions. The course will attempt to impart an understanding not only of how the law has evolved, but of how strategic choices made by lawyers influenced that evolution. The course will consider two different types of title claims: (1) claims brought by individual theft victims or their descendants; (2) so-called “cultural property claims,” where the “theft victims” are sovereign governments. A student's grade will be based on a major paper. Anyone having questions about the course is welcome to consult David Zarfes. *Spring* Epstein, Jeremy.

**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. *Autumn* Jacobson, Martin.

**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. The student's grade will be based on a proctored final exam. *Winter* Baird, Douglas. *Spring* Picker, Randal.

**BERNARD WILLIAMS ON ETHICS**

This seminar will study the contributions of the late Bernard Williams to rethinking the core issues of modern moral philosophy. We will first examine early writings (Morality, essays in Problems of the Self) that began to call into question some of the key aspirations of abstract ethical theory and to develop views about ethical conflict that eventually form a key part of his substantive ethical views. We then turn to a group of writings in which Williams develops his critique of Utilitarianism, including "A Critique of Utilitarianism," the introduction to *Utilitarianism and Beyond* (edited with Amartya Sen), and later writing on Sidgwick. Next we examine *Moral Luck*, where Williams begins to develop his critique of Kantian ethics, and we follow that critique through a detailed study of the argument of his major book, *Ethics and the Limits of Philosophy*. (At this point we examine some criticisms of Williams made by contributors to a festschrift in his honor, and his reply to those criticisms.) We then consider a group of late writings in which Williams turned to (a version of) ancient Greek ethics for illumination: Shame and Necessity, and a group of posthumously collected essays. Finally, we study *Truth and Truthfulness*, his last completed book, for the light that it sheds on his constructive thinking about ethical critique. This course is open by permission of the instructor, and those who wish to attend should e mail me by December 1, 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. *Winter* Nussbaum, Martha.

**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. *Autumn* Melton, Bruce.

### **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* Crow, Keith; Villmow, Keith.

### **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 whether there are antitrust issues raised by the manner in which private equity firms bid 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. This class may be taken for substantial writing credit with instructor approval and the completion of a longer paper. The class size will be limited to 30. *Winter* Davis, Scott.

### **CHILD DEVELOPMENT AND THE LAW: SELECTED TOPICS**

In this seminar, we will consider how an understanding of child and adolescent development does and should influence the shape of the law. During the first half of the seminar, we will read and discuss social scientific literature on development and its application by legislatures and courts in general terms. In the second half of the seminar, students will each select a specific topic to discuss. Students will assign reading materials, lead a class discussion and write a paper on their topic. Papers will be long and comprehensive enough to qualify for substantial writing credit. *Winter* Buss, Emily.

### **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* Futterman, Craig; Huber, Jason.

### **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. *Winter* Brody, Michael.

### **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. *Winter* Weisbach, David.

### **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* Leslie, Jeff.

### **COMPARATIVE AND INTERNATIONAL ANTITRUST**

This course examines antitrust law in the global economy. The course will compare United States and European Union antitrust policies and enforcement practices, highlighting important areas of divergence, and discussing the legal, economic and political reasons for those differences. A brief discussion of antitrust laws of selected other countries, including emerging economies and developing countries, will be included. The course will also consider the problems of regulating global markets through domestic antitrust laws and evaluate proposals to internationalize antitrust law and link it more closely with international trade law. Antitrust Law is a prerequisite for taking the course. Students concurrently enrolled in Antitrust Law class are eligible to take the class. A student's grade will be based on a take-home final examination and class participation. *Spring* Bradford, Anu.

### **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 the allocation of federal power, 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), cultural rights, and positive rights, when compared to the U.S. *Spring* Dixon, Rosalind.

### **COMPARATIVE CORPORATE LAW**

This seminar will focus on select topics in corporate law and corporate governance in the United States and in Europe. On the European side, we will explore both European Community law and the domestic laws of France, Germany, and the United Kingdom. We will start with a general introduction to the challenges and the methodology of comparative corporate law. We will then apply this framework to various specific issues such as self-dealing transactions, the protection of employees, and mergers and acquisitions. A student's grade will be based on a series of reaction papers. Enrollment will be limited to 20. *Spring* Dammann, Jens.

### **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. *Spring* Ginsburg, Thomas.

### **COMPETITION POLICY IN THE EUROPEAN COMMUNITY**

This seminar provides an introduction to the law and practice of competition policy in the European Community. It will focus particularly on the economic reasoning underlying competition law in the European Community and differences with the United States. The course first focuses on the objectives of EC competition policy including its German foundations. It will then cover the major areas of EC competition law including cartels and the exemptions for cooperative behavior under Article 81 EC Treaty; abuse of dominance including essential facilities, tying, bundled rebates, and exclusive dealing under Article 82 EC Treaty; 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 EC Courts. The course will introduce students to the major EC cases, to a few important cases decided under national law, and to recent efforts to reform European competition law to make it more economics- and effects-based. Grade will be based roughly on a paper (25–30 pages). *Spring* Evans, David.

### **COMPLEX CORPORATE LITIGATION MANAGEMENT**

This seminar emphasizes acquiring practical knowledge about how the relationship between in-house counsel and outside counsel works in managing complex corporate litigation. Students gain knowledge about how the client's business and thought processes manifests themselves in litigation strategy preferences about such things as litigation team management, use of the media, motion practice, response to discovery, venue selection, regulatory involvement, approach to class action cases and punitive damages and the like. How to plan litigation strategy to comport with the Corporate Client's desires while maintaining a winning strategy and maintaining the outside counsel's comfort level is discussed. The class will also cover the arc a complex corporate lawsuit typically takes from the filing of the complaint to the resolution of the dispute whether resolved by settlement, self-help, legislative or regulatory change, final judgment, or other means. Several case studies of litigated disputes that galvanized the media are examined with this focus. The case studies will include a California initiative to roll back auto insurance rates 20percent, a corporate governance case involving billions in dividend payments, a class action with allegations of corporate "redlining," and a private attorney general lawsuit in the aftermath of a major natural catastrophe. Students will develop and apply their knowledge to examine critically litigation strategy decisions by all parties at the pre-trial, trial, appellate, and settlement phases of each case. Guest conversationalists may include a senior litigator, an expert witness, a company executive, a journalist, or a member of the judiciary. Students' grades are based on class participation and students' choice of either a paper or end of quarter examination. This class may be taken for substantial writing credit with prior instructor approval. *Winter* Mintel, Judith.

### **COMPLEX LITIGATION**

*Spring* Murray, Brian

### **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*, Winter Zarfes, David.

### **CONFLICTS OF LAW**

An inquiry into the adjudication of cases connected with more than one state, country, or other sovereign authority, principally through consideration of choice of law and the effect of prior adjudications. A student's grade will be based on a proctored final examination. *Spring* Isenbergh, Joseph.

### **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. This course may be taken for fulfillment of the Substantial Writing Requirement. *Spring* Stone, Geoffrey.

### **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* Rosenberg, Gerald. *Winter* LaCroix, Alison.

### **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. *Spring* Stone, Geoffrey.

### **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 proctored final examination. The course may be limited in enrollment. *Winter* Strauss, David.

#### **CONSTITUTIONAL LAW IV: SPEECH AND RELIGION**

This course covers various aspects of the first amendment, with particular emphasis on freedom of speech and press, religious liberty, and religious establishments. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law II are ineligible to enroll in this course. The student's grade is based on a take-home final examination. *Spring* Case, Mary Anne.

#### **CONSTITUTIONAL LAW V: FREEDOM OF RELIGION**

This course explores religious freedom in America, especially under the first amendment. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Grades are based on class participation and a final exam. *Spring* Samaha, Adam.

#### **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. *Autumn* Heald, Paul.

#### **COPYRIGHT LAW: THEORY AND POLICY**

This seminar will examine the theoretical foundations of the copyright system, tracing its evolution from a printers' monopoly to a full-blown property right in the modern context. The seminar will introduce students to various justificatory theories that are commonly employed in the copyright context and attempt to connect them to recent developments in the commercial world including digital distribution, peer production, fashion design, and fan fiction. In specific, discussions will center around incentive theory, Lockean labor theory, personality theory, common law copyright, and related variants. The seminar will also spend some time examining the ways in which copyright law differs from other forms of intellectual property rights and the theoretical and policy reasons behind these differences. Students do not need a background in intellectual property law, but some familiarity with the intellectual property system is encouraged. Additionally, students interested in doing some background reading to familiarize themselves with the copyright system should get in touch with the instructor in advance of the course for a short list of recommended readings. Grades are based on response papers and class participation. *Spring* Balganes, Shyam.

#### **CORPORATE CRIME AND INVESTIGATION**

This seminar will explore the processes by which corporations conduct internal investigation. It will touch on the fiduciary duty owed by the directors and board members to the corporate entity and shareholders. The student's grade will be based on class participation and a final exam or paper. Enrollment is limited to 20. *Spring* Guentert, Philip.

## **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. *Autumn* Weisbach, David.

## **CORPORATE FINANCE, BEHAVIORAL FINANCE, AND INVESTMENTS**

This is an introductory course covering the basic economics of investments and corporate finance. It begins with usual fundamental topics in courses of this type such as the valuation of debt and equity securities, portfolio theory, the modern understanding of risk and the returns to risk bearing, the theory of efficient capital markets and its critics and a very brief and simple introduction to the valuation of options and derivatives. The course will pay particular attention to the new behavioral implications on these topics with attention to such innovations as prospect theory and other challenges and extensions to traditional finance theory. It then proceeds to provide an overview of the basic legal and financial principles of corporate finance including topics in capital structure. The course primarily focuses on the financial and economic aspects of these matters rather than on any specific laws governing particular transactions. The materials include Brealey and Meyers which is the basic textbook used in introductory courses of this type supplemented by readings covering the core behavioral finance insights. A student's grade is based on a 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 but may petition to take the course as a seminar with the usual paper writing commitment. This introductory course is intended to address the needs of law students without substantial experience in economics and mathematics and there is no requirement that students have background or competency with calculus or statistics. *Spring* Rosenfield, Andrew.

## **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 1980s, which is about the time that large institutional investors began to take a more active role in the companies whose shares they held. Over the past 20 years, institutional share ownership in American Corporations has increased dramatically and is now upwards of 60 percent. 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 LL.M. program who have taken corporations in their home country are welcome, but may need to do some additional reading (provided as an appendix to the course packet) to familiarize themselves fully with American corporate law. *Spring* Bernstein, Lisa.

### **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. *Autumn* Henderson, M. Todd. *Winter* Dammann, Jens.

### **CRIME POLICY: EVALUATION METHODS AND EVIDENCE**

This course considers the effectiveness and efficiency of public policies to control crime. Emphasis will be placed on exploring the positive questions associated with understanding the costs and benefits of different public policy interventions designed to control crime. Topics covered will include imprisonment, policing, drug policy, and gun control, as well as social policies such as job training, early childhood education, and abortion legalization. A student's grade will be based on papers. *Autumn* Ludwig, Jens.

### **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* Conyers, Herschella; Stone, Randolph.

#### **CRIMINAL JUSTICE AND CYBER LAW**

This seminar addresses the intersection of the law of cyberspace and criminal law and procedure. Procedural aspects focus on understanding and integrating the different laws and the Fourth Amendment as they relate to gathering information for investigations and criminal trials (prosecution or defense). Substantive law aspects will focus on cyberstalking, cyberbullying, and child pornography/exploitation. The seminar requires one major paper and an Internet ego-surfing assignment. Enrollment is limited to 20. This seminar may be taken for fulfillment of the Substantial Writing Requirement. *Spring* Abraham, Abigail.

#### **CRIMINAL PROCEDURE I: THE INVESTIGATIVE PROCESS**

The course focuses on the constitutional law that governs searches, seizures, and confessions. The course considers in detail the evolution of the exclusionary rule and the development and administration of the probable cause and warrant requirements. It also examines stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. The student's grade is based on a final examination. *Autumn* McAdams, Richard. *Winter* Samaha, Adam.

#### **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* Siegler, Alison.

### **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. *Winter* Shepro, Richard.

### **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 50 percent is based on the drafting of court pleadings and legal memoranda. Completion of this seminar counts for fulfillment of a substantial writing requirement. *Autumn* Schiller, Donald.

### **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. *Autumn* Ginsburg, Thomas.

### **ECONOMIC ANALYSIS OF THE LAW**

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 introduces students to the economic analysis of the law, both as a set of tools for analyzing legal rules and institutions and as a jurisprudential movement. The course neither presumes nor requires any background in economics. The course uses economic methods and concepts to illuminate and critique familiar areas of law, including criminal law, torts, contracts, property, and civil procedure. The course also addresses the question of how economic analysis complements and conflicts with other approaches to the law. The student's grade will be based on a final, take home examination. *Autumn* Ben-Shahar, Omri.

### **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 take the seminar for writing credit, requiring a substantial paper, or may write a shorter paper and make a presentation to the class at the end of the quarter. *Spring* Nagorsky, Marsha Ferziger.

### **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 and 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. *Winter* Miles, Thomas.

### **EMPLOYEE BENEFITS**

This seminar emphasizes the role of, and issues relating to, employee benefits and executive compensation, in various types of transactions, particularly plan investments and corporate acquisitions. It provides an overview of the main types of pension plans as well as other types of employee benefit plans and executive compensation structures, the principles of taxation governing deferred compensation arrangements, the Internal Revenue Code requirements applicable to qualified pension plans and the fiduciary, and conflict of interest requirements of the Employee Retirement Income Security Act of 1974 (ERISA). The federal insurance scheme for the defined benefit plan administered by the Pension Benefit Guaranty Corporation is also examined. The materials include finance and accounting literature as well as statutory and case material. There is some treatment of international benefit issues. The student's grade is based on a proctored final examination. *Spring* Scogland, William.

### **EMPLOYMENT DISCRIMINATION**

This course considers employment discrimination and the legal prohibitions on its practice, with particular emphasis on discrimination on the basis of race, sex, sexual orientation, and disability. The course examines the basic frameworks for proving discrimination, looking at both overtly class-based employment policies and facially neutral rules that have a disproportionate impact on

protected groups. The course also focuses on affirmative action; the intersection between race and sex; the question of when, if ever, sex-based differences authorize differential treatment; pregnancy in the workplace; sexual harassment; employment discrimination in the military; and reasonable accommodation under the Americans With Disabilities Act. The grade is based on a final examination. *Spring* Rosenbury, Laura.

### **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* Schmidt, Randall.

### **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* Milnikel, Elizabeth; Satterthwaite, Emily.

### **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, at the student's option, on either (A) for 3 credits: a 60 minute oral business plan presentation with accompanying slide deck and written business plan or; (B) for 2 credits: a 3-hour in class written exam. Enrollment will be limited to 20. *Autumn* Rodkin, John.

### **ENVIRONMENTAL LAW**

This course provides an introduction to the role of legal institutions in resolving environmental resource conflicts and dealing with the health and ecological risks generated by industrialization. The resolution of environmental problems through private litigation, federal regulation, economic incentive systems, and judicial review of administrative decisions is examined. A student's grade will be based on two medium-length papers. *Winter* Sunstein, Cass.

### **ETHNOGRAPHY OF LAW**

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 the practice of law. Students will conduct fieldwork in the Chicago area, presenting the results of their ethnographic research at the end of the quarter. *Winter* Fred, Morris.

### **EUROPEAN LEGAL HISTORY: FROM THE 12TH CENTURY TO CODIFICATION**

This seminar aims to give students an appreciation of the basic themes and the most important events in European (as opposed to English) legal history. It begins with the Roman law formulated under the Emperor Justinian and moves forward to the 19th century. Among the subjects covered are Germanic law, the rise of legal science beginning in the twelfth century, the nature of the *ius commune*, legal humanism, the reception of Roman law, the natural law school, and the movement towards codification of the law. Students are encouraged to conduct basic research on their own and to share it with the class; students are permitted to write a paper, but a final examination will also be offered as an option. *Autumn* Helmholz, R. H.

### **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* Leiter, Brian.

### **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* Buss, Emily.

### **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* Ainsworth, Russell; Horn, Gayle; Loevy, Jon; Thompson, Tara.

### **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 a series of short response papers and class participation. *Winter* Fennell, Lee.

### **FAMILY LAW**

This course focuses on the law surrounding intimate relationships between adults. In particular, we will focus on the institution of marriage and its changing scope and social meaning, the financial consequences of ending these relationships, and the division between parents of the care and support of children. *Winter* Rosenbury, Laura.

### **FEDERAL CRIMINAL DEFENSE CLINIC**

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 Advocacy Workshop. In addition, Criminal Procedure II: The Federal Adjudicative Process is a co-requisite for the clinic. *Autumn, Winter, Spring* Sieglar, Alison.

### **FEDERAL CRIMINAL LAW**

This course surveys the substance and structure of federal criminal law. The appropriate scope of federal criminal law and enforcement is a central theme of the course. Topics examined include: federal jurisdiction over crime and offenses that enlarge the reach of federal criminal law such as mail fraud; federal crimes occurring in markets, including illegal markets (such as drug trafficking) and illicit transactions in legal markets (such as securities fraud); federal crimes involving corrupt payments, such as bribery, extortion, and foreign corrupt practices; federal crimes involving concealment, such as false statements, perjury, obstruction of justice, and money laundering; the regulation of criminal activity occurring in and through formal and informal organizations (such as RICO), and the allocation of liability between individuals and organizations; and selected aspects of remedies and punishments under federal criminal law, such as sentencing guidelines, asset forfeiture, and deferred prosecution agreements. The student's grade will be based on class participation and a proctored final examination. *Autumn* Miles, Thomas.

### **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 50 percent of each student's grade. The practical exercises will form the basis for 20 percent of each student's grade. Lastly, to foster discussion on every topic covered, class participation will comprise 30 percent of each student's

grade. Evidence and Criminal Procedure I are recommended but not required prerequisites. *Winter* Noller, Lisa; Rubinstein, Daniel.

### **FEDERAL JURISDICTION**

The role of the federal courts in the federal system. Topics will include federal question 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 a proctored final examination. *Autumn* Strauss, David. *Winter* Mortara, Adam.

### **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. *Winter* Henderson, M. Todd. *Spring* Miles, Thomas.

### **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, including two cases that will be argued before the Supreme Court this term. 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 quest to reduce disparities in sentencing, and on whether this quest conflicts with the goal of individualized sentencing. Seminar 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 a number of federal district court judges. Students will be expected to complete several practice-oriented research and writing assignments based on actual federal cases, including sentencing submissions written from both the defense and prosecution perspective. Students will also be asked to write a proposed opinion in one of the upcoming sentencing cases that will be argued before the Supreme Court this term. This course will require a total of 20–30 pages of writing. Students will be graded based on their written submissions and class participation. *Spring* Siegler, Alison.

### **FEDERALISM AND GLOBALIZATION: INSURANCE REGULATION OF MODERN FINANCIAL SERVICES**

This seminar, taught by the former Illinois insurance commissioner, will study the state of insurance regulation today, will be organized around the question of whether Congress should create a federal insurance regulatory scheme, and will involve theoretical and practical discussions of federalism, politics, and markets. Although insurance is interstate commerce, the McCarran-Ferguson Act of 1945 delegates its regulation to the states, making it the only major

industry without federal administrative oversight. With the passage of the Gramm-Leach-Bliley (Financial Services Modernization) Act of 1999 and the formation of the House Financial Services Committee, Congress is taking an integrated approach to the financial services marketplace and evaluating whether state regulation of insurance is consistent with the regulatory goals of market efficiency and consumer protection. Readings will include statutes, legislative history, case law, and expository writing on the subject. Grades will be based short weekly papers (2 credits), with the option of doing a long research paper or adding a short research paper to the weekly papers (for three credits). The substantial writing requirement may be satisfied. Attendance is required and particularly helpful participation may be a factor in the final grade. *Winter* Shapo, Nat.

### **FINANCIAL ACCOUNTING**

This course deals with the analysis and communication of economic events through the accounting process. The first several classes deal with the basics—concepts and the cycle of accounting operations that lead to the financial statements. Next follows an analysis of the accounting for specific major components of financial statements: inventories, long-term assets, including intangibles, long-term obligations, off-balance sheet financing, and sources of funds. Law students need to understand accounting for three different reasons: to write contracts that correctly invoke accounting jargon, not inadvertently having a meaning different from that your client intended; to understand the negotiations that take place in business transactions surrounding financial statements; to understand the discovery process of accounting documents and their meaning in litigation. The first two announced (and any surprise quizzes) will count at most 40 percent of the total score for the course; the final examination will count 60 or 100 percent of the total score. The course meets once a week, on Monday afternoons. The final examination will be Friday afternoon (morning for LL.M.s), December 12. The textbook is *Financial Accounting: An Introduction to Concepts, Methods, and Uses*, 12th ed. by Stickney and Weil. Students can purchase the *Solutions Manual* for the text. Past mid-term and final examinations, which yours will resemble, are available through the Chalk web site for the class. Review Sessions: Students should not expect that I shall work many of the assigned problems in class. Instead, students can attend the regular review/problem sessions to ask questions about the problems. Catherine Farmer will hold weekly review sessions on Thursday afternoons. Warning: This course is known to cause work, occasionally hard work. Side effects often noted include temporary anxiety followed by profound long-term understanding and satisfaction. The course has no prerequisites. Students may not take this class and any other introductory accounting course. *Autumn* Weil, Roman.

### **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* Abebe, Daniel.

### **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. *Spring* Baird, Douglas.

### **GLOBALIZATION AND THE LAW**

The globalization of people, finance, goods, services, and information puts pressure on the nation-state form. In a world of diasporas and multinational corporations, what does citizenship mean? In the absence of a world government, can we grapple with problems that now take on a global form? We will canvass a number of different approaches, including: the technical coordination of the Basel Accord on capital adequacy; the World Trade Organization regime universalizing substantive legal standards related to intellectual property; the Internet governance regime offered by ICANN, a California not-for-profit corporation; private and state-based efforts to support global health financing; and the Kyoto Protocol's cap-and-trade system for responding to a global problem where the sources, costs and benefits are not uniformly distributed. We will also consider issues of extraterritoriality, regulatory competition, and so-called Asian Values. A student's grade will be based on a take-home final exam. *Spring* Chander, Anupam.

### **GREENBERG SEMINARS**

These seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to 12 students, meet in a faculty member's home five or more times over one or more quarters. Participating students earn one nongraded unit, but attendance at all sessions is required to earn credit. Priority is given to 3rd-year students in the lottery registration and to students who have not yet participated in a Greenberg Seminar.

### **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* Baird, Douglas; Ben-Shahar, Omri.

### **GREENBERG SEMINAR: JURIES**

In this seminar, we will consider juries and, particularly, literary, social scientific, and journalistic attempts to understand the nature of jury deliberation and decision making. Materials will be chosen as we go along, and are expected to include *We, the Jury*, an account written by several jurors in the Scott Peterson case; Edward Levi's congressional testimony defending the Chicago Jury Project against charges of unethical behavior; portions of the trial transcript from the Libby trial; and we probably can't help but watch *Twelve Angry Men*. *Autumn* Buss, Emily; Winter, Alison.

### **GREENBERG SEMINAR: PUNISHMENT**

We will discuss books, short stories, and films that explore the practical, legal and philosophical implications of different policy approaches to punishment. Example readings include *In Cold Blood*, *All God's Children*, *Eichmann in Jerusalem*, and *Minority Report*, while example viewings include *City of God* and *Clockwork Orange*. We will choose subjects as a group throughout the year. There will be five meetings over the course of the year, alternating at the home of Professor Henderson and Professor Ludwig, both of whom live in Hyde Park. There are

no prerequisites and students with a broad range of legal interests are encouraged to apply. *Autumn* Henderson, M. Todd; Ludwig, Jens.

**GREENBERG SEMINAR: REFORMATION OR RENUNCIATION? MUSLIM FEMINIST LITERATURE OF DISSENT**

In this seminar we will read works of five important female public intellectuals with varying approaches for reconciling Islam, freedom, democracy, and equality. We will read each woman's contributions with the hopes of beginning to understand the range of experiences and theories for change in Islam. We will pay particular attention to the politics of reform in a context in which internal critique—particularly by women—is often met by charges of complicity with colonial agendas. *Autumn* Case, Mary Anne; Sunder, Madhavi.

**GREENBERG SEMINAR: SHAKESPEARE AND THE LAW**

We will read and discuss a group of plays of Shakespeare that have legal connections, including *Measure for Measure*, *Hamlet*, *King Lear*, *Antony and Cleopatra*, *Julius Caesar*, *Merchant of Venice*, and others to be determined by the group. We will meet twice in each of the three quarters, alternating between Posner's home and Nussbaum's. Our last meeting will be an informal play reading, with casting done by students (though the professors are willing to act!). We therefore encourage applicants who have experience in theatre, and they should indicate this background when applying. Interested students need to contact the instructors (martha\_nussbaum@law.uchicago.edu, Richard\_Posner@ca7.uscourts.gov, rastrier@uchicago.edu) by September 2 with a short statement explaining why they want to take the class. *Autumn* Nussbaum, Martha; Posner, Richard; Strier, Richard.

**GREENBERG SEMINAR: SHARING THE PLANET**

This Greenberg Seminar will be organized around the question of how we decide to share resources with future generations and, in our own time, with other species. We will read such things as *The Omnivore's Dilemma*, *When Elephants Weep*, and *Justice between the Ages and Generations*. Please do not sign up for this seminar unless you are available on the evenings of October 16, 30, November 13, January 15, 29, February 12, and 26. We will, in fact, use five of those seven dates. The seminar will meet at the home of Professor Levmore and Professor Roin, and will also include Visiting Faculty. *Autumn* Levmore, Saul; Roin, Julie.

**GREENBERG SEMINAR: TERRORISM AND THE LAW**

What motivates terrorists? What, if anything, can the law do to minimize risk from terrorist violence? Has U.S. strategy helped or worsened the threat of terrorism? This seminar will consider these issues from both international and U.S. legal perspectives. The seminar will meet on five Wednesday evenings throughout the year. Our first book will be *Robert Pape's Dying to Win: The Strategic Logic of Suicide Terrorism* (2005). *Autumn* Ginsburg, Thomas; McAdams, Richard.

**HEALTH LAW AND POLICY**

Health law is a vast and expanding field. No single course can survey it all. This course focuses on the organization, financing, and provision of medical care, with an eye toward issues not yet resolved by courts, legislators, regulators, and American society. It also considers some related ethical questions. Topics and themes include the economics of health insurance and managed care, regulatory responses to the market's perceived failures, medical tort law, access to care, consumer choice and patient autonomy, defining and assessing quality, health care providers' conflicts of interest, privacy and confidentiality, and socio-economic and racial disparities in health and medical care. The course will also consider the health reform options facing the new

President and Congress. A student's grade will be based on a take-home examination and class participation. *Winter* Bloche, Gregg.

### **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. *Autumn* Bierig, Jack.

### **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 class participation and a 20-page research paper. Enrollment will be limited to 20 students. *Winter* Heaton, J. B.

### **HIGHER EDUCATION AND THE LAW**

The university has long maintained that its history and role as a creator of knowledge and refuge for society's critics require that the government and the courts extend a special respect to the academy's need to govern itself. This seminar discusses how the courts have dealt with this argument in areas such as academic freedom; student admissions and discipline; faculty tenure, dismissal, and unionization; and teaching and research restrictions. Discussions focus on the competing interests of society and the university and the role of the courts in balancing these interests. The student's grade is based on class participation and a major or substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. *Winter* Sussman, Arthur.

### **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. Limited to 15 students. *Spring* Friedman, Richard.

### **HUMAN RIGHTS I: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS**

This course deals with the philosophical foundations of human rights. The foundations bear on basic conceptual and normative issues. We examine the various meanings and components of human rights and the subjects, objects, and respondents of human rights. We ask questions such as the following: Who has the rights? What they are rights to? Who has the correlative duties? Can we legitimately hold the members of other societies to the standards of our culture? What methods of argument and implementation are available in this area? The practical implications of these theoretical issues are also explored. *Spring Staff.*

### **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 Staff.*

### **HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS**

This course is designed for both law students and medical students. The first part focuses on the dramatic changes in the creation and enforcement of international human rights law that have taken place since World World II. Notwithstanding serious challenges from a variety of sources, no government in the world publicly dissents from the acceptance of support for human rights. Students examine the existing international human rights regime and explore the impact of the UN charter, the Universal Declaration, and various multilateral and regional human rights treaties and regimes on the behavior of nations today. Using cases from U.S. and international courts, the course will then focus on medical and ethical issues in human rights. Topics include political repression (including psychiatric repression and the history of the Gulag); medical research, informed consent, and human rights; the role of physicians in practicing and documenting torture; persecution and asylum; and questions of eugenics. The course emphasizes how the ethical traditions of both law and medicine can be used to promote human rights. Guest lecturers and a film series supplement the curriculum. Students are expected to make short presentations and to submit a short mid-term paper (5 pages) and a final paper (15 pages). The student's grade is based on a major paper (75 percent) and class participation (25 percent). *Spring Gzesh, Susan.*

### **HUMAN RIGHTS IN MEXICO**

This interdisciplinary course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. The course will begin with the colonial and post-Independence and post-Revolutionary roots of concepts which form the foundation for understanding human rights in contemporary Mexico. The course will also examine several modern social movements which frame their demands as human rights. The course will use three case studies which are emblematic of a range of important human rights issues: the Tlatelolco massacre of students in 1968 (political killings, impunity, and accountability); the political unrest in Oaxaca (indigenous rights, the right to education), and the murders of women in Ciudad Juarez (women's rights and labor rights). Students must have a good comprehension of spoken Spanish (for guest speakers) and be able to read news reports and case studies in Spanish. Students must have taken at least one course in Latin American or Mexican history or politics (at any point in their academic career), or a Human Rights course. The class is open to undergraduate, graduate, and professional students and will be limited to 30



students. There will be a take-home mid-term exam at the end of week 4 on the historical material. Students will be responsible for an oral presentation and paper of 10–15 pages on a topic selected with the approval of the instructor. *Winter* Gzesh, Susan.

### **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* Gzesh, Susan.

### **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* Woltjen, Maria.

### **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. *Autumn, Winter, Spring* Staff.

### **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, Spring* Zarfes, David.

### **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* Zarfes, David.

### **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* Milnikel, Elizabeth; Satterthwaite, Emily.

### **INTELLECTUAL HISTORY OF COMPETITION POLICY**

This advanced antitrust seminar will survey the intellectual history of the regulation of the competitive process. Covered topics include classical economic theory, the changing historical meaning of "monopoly," Jacksonianism and the rise of general incorporation, framing of the Sherman and FTC Acts, antitrust ideology during the Lochner era, Brandeis and the "Curse of Bigness," antitrust's hiatus during the National Industrial Recovery Act, antitrust revival during the second New Deal, Joe Bain and structuralism, the rise of the Chicago School, and post-Chicago theories. Students will write a paper on a topic of their choosing. Antitrust is not a prerequisite, but familiarity with basic antitrust doctrines will be assumed. The student's grade is based upon a paper, for which substantial writing credit will be given. *Winter* Crane, Daniel.

### **INTELLECTUAL PROPERTY**

This course introduces the core doctrines of intellectual property: trade secret, patent, copyright, and trademark. We will consider the rationales for intellectual property protection, as well as the challenges posed to these rationales by the Internet and digital technology, open source innovation, social movements, and the expansion of intellectual property to the developing world. A student's grade will be based on a proctored final examination. *Autumn* Sunder, Madhavi.

### **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* Masters, Douglas.

### **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 Advanced Trial Advocacy (LAW 93802) 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* Conyers, Herschella; Futterman, Craig; Heyrman, Mark; Huber, Jason; Schmidt, Randall; Siegler, Alison; Stone, Randolph.

### **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. This seminar may be taken to fulfill one of the substantial writing requirements if the major paper is certified by the professor as having met the criteria. *Winter* Geraghty, Georgie Boge.

### **INTERNATIONAL FINANCE**

Money makes the world go round. In this course, we follow that money, examining how a framework of national and international laws and institutions regulates (or fails to regulate) its flow. We will study the governance of international securities and financial markets by the United States, as well as international arrangements on bank capital. We will examine the structure of syndicated lending and the negotiation of syndicated loan agreements. We will review recent financial crises in emerging market nations, including Latin American debt crises of the 1980s, the Mexican crisis of 1994 and the Asian crisis of 1997 and 1998. We will then consider the collapse of the global investment bank Bear Stearns in 2008 and the threats to the global financial order today. Other topics will include multilateral financial institutions, privatization, project finance, asset securitization, capital controls, sovereign wealth funds, and odious debt. No background in finance is required, nor are there any other prerequisites. A student's grade will be based on a proctored final exam. *Autumn* Chander, Anupam.

### **INTERNATIONAL FINANCIAL REGULATION**

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* Dam, Kenneth.

### **INTERNATIONAL HUMAN RIGHTS**

*Spring* Ginsburg, Thomas.

### **INTERNATIONAL INTELLECTUAL PROPERTY AND DEVELOPMENT**

Do intellectual property rights help or harm the world's poor? In September 2007 the World Intellectual Property Organization (WIPO) adopted a "development agenda" that would rewrite that body's mandate, placing the concerns of the poor at the center of international intellectual property law and policy. This class introduces the legal and institutional architecture of international intellectual property, with a special emphasis on the challenges of integrating development concerns therein. We will draw upon empirical research and interdisciplinary literature in development and cultural studies to explore more deeply the links between cultural production and development. Economic remuneration from cultural production will be an important source of revenue and stimulus for development in the Knowledge Age. At the same time, royalty demands from intellectual property owners may at times retard development. We will take up several critical issues in international intellectual property, including health, agriculture, genetic resources, traditional knowledge, geographical indications, open source collaboration, and access to knowledge. A student's grade will be based on class participation, papers, and a final examination. *Spring* Sunder, Madhavi.

### **INTERNATIONAL LAW AND INTERNATIONAL RELATIONS THEORY**

This seminar examines modern conceptions of international law through an international relations theory framework. The seminar will introduce students to the international relations theory literature, including realism, institutionalism, liberalism, and social constructivism. The seminar aims to provide students with the tools to understand, discuss and critique different aspects of international law—trade, human rights and security law, among others—from an international relations perspective. Students do not need a background in international law or international relations theory for the seminar. Grades are based on response papers and class participation. *Winter* Abebe, Daniel.

### **INTERNATIONAL ORGANIZATIONS**

*Winter* Abebe, Daniel.

### **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* Roin, Julie.

### **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* Bradford, Anu.

### **INTRODUCTION TO ISLAMIC LAW**

This seminar will introduce students to the basic theoretical principles of Islamic law and jurisprudence (*usul-i-fiqh*). The sources of Islamic law (Qur'an, Sunna, consensus and reasoning by analogy) and the development of the four major schools of Sunni jurisprudence will be covered. We will explore the differences between Sunni and Shi'i legal theory, and the relationship between theories of Islamic jurisprudence and government. We will cover the impact of secular western legal systems in the Muslim world and the response of modern Islamist movements. We will consider Islamic legal arguments for and against political suicide bombings. We will also discuss the structuring of modern Islamic financial transactions and the growth of the Islamic finance industry. This seminar intends to familiarize students with the theoretical framework which underpins Islamic law, equipping students to better analyze and understand current events. A student's grade will be based on class participation and a take-home final exam. Enrollment is limited to 20 students. *Autumn* Shawamreh, Cynthia.

### **INTRODUCTORY ACCOUNTING FOR LAWYERS**

This mini-course introduces students to basic accounting concepts useful to the practicing attorney. The focus of the course will be financial statements, namely the balance sheet, income statement, statement of changes in equity and statement of cash flows, all from the perspective of the practicing attorney. The course will discuss the use of ratios in the analysis of financial statements, as well as the Management's Discussion and Analysis section of the Annual Report. While the course will not focus on the bookkeeping process or debit/credit entries, accounting terminology and concepts such as generally accepted accounting principles and the accrual system of accounting will be discussed. Topics in the area of auditing useful in the practice of law will also be discussed, including auditors' reports and the lawyer's role in the audit process. This class is not open to students who have taken accounting classes beyond an introductory undergraduate accounting course. Grading will be on a pass/fail basis, based on a final exam and class participation. Enrollment is limited to no more than 30 students. Students may not take this class and any other introductory accounting course. *Autumn* Jakubowicz, Jeff.

### **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* Roin, Julie. *Winter* Isenbergh, Joseph.

### **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 25 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 2005 the Dow Jones Industrial Average increased by an unprecedented rate of nearly 13-fold, during the same 25-year 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. 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 10–12-page paper in addition to taking the exam may receive three credits and will be graded on both the paper and the exam. *Winter* Hale, Thomas.

#### **AN INVITATION TO TALMUDIC LAW**

The objective of this seminar is to familiarize the students with the Talmud, which serves as the foundation of Jewish law to this day and which has been the central force in shaping the spiritual and cultural world of the Jewish people for the past two thousand years. The Talmud is characterized by its unique dialectic reasoning. It is also an open-textured text that often provides its interpreters with a great variety of interpretive options. The subjects dealt with by the Talmud, and the normative positions it espouses, are such that modern jurists can take part in Talmudic deliberation, despite the great distance in time that separates them from the original Talmudic text and despite the conspicuous presence of the religious element in Talmudic deliberation. The seminar will introduce the Talmud and its unique traits through direct and unmediated study of the Talmudic text in its English version. We shall discuss selected topics in different legal fields: contracts, criminal law, torts, and family law. We shall also deal with general jurisprudential issues such as ethical v. formalistic reasoning in resolving legal disputes. The student's grade will be based on class participation and a series of short papers. *Autumn* Westreich, Elimelech.

#### **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* Leslie, Jeff.

### **JURISDICTION IN CYBERSPACE**

When every event in cyberspace is at once everywhere and nowhere, who should regulate? Does the U.S. Supreme Court's decision in *MGM v. Grokster* matter if Canada or South Korea permit peer-to-peer services? Should Yahoo be able to claim the First Amendment's protections when it allows users to supply information in cyberspace, even against French laws that criminalize Nazi glorification? What if Antigua licenses online gambling but the United States bans it? To learn the privacy law applicable to a website based in Chicago, do we need to examine the law emanating from Brussels? The seminar will review concepts in international law, conflict of laws, cyberlaw, and federal jurisdiction to address the growing multi-jurisdictional complexities created by the Internet. The readings will include United States and European cases, treaties, and legal scholarship. A student's grade will be based on a major paper. Enrollment will be limited to 15. *Autumn* Chander, Anupam.

### **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. *Autumn* Leiter, Brian.

### **JURISPRUDENCE II: TOPICS IN MORAL, POLITICAL, AND LEGAL THEORY**

The course examines from a philosophical point of view topics and themes that are broadly familiar to lawyers and legal scholars, but which are not always treated with the attention to argumentative detail and the nuances of competing positions that are characteristic of philosophical inquiry. (Philosophy is “thinking in slow motion” as one English philosopher has helpfully put it.) The primary emphasis is on the philosophical treatment of these topics (with some attention to legal examples and problems). The instructor will try to cover topics responsive to student interests, ordinarily choosing from the following menu of possible subjects: (1) liberty and its limits; (2) theories of utility and well-being; (3) the objectivity of ethics and law; (4) the idea of “critical theories” of society and of law; (5) meaning, language, and the interpretation of texts in law and elsewhere; (6) freedom and responsibility; (7) liberalism and illiberalism in moral and political theory. Readings will be drawn from authors both historical (e.g., Plato, Mill, Hart, Marx, Marcuse, Horkheimer, Nietzsche, Hayek, Sidgwick, Grice, Mackie, Feinberg,



Brandt, Rawls) and contemporary (e.g., Parfit, Railton, Geuss, Lyons, Harman, Brink, Scalia, Dworkin, Unger, R. Posner, and the instructor). Jurisprudence I is not a prerequisite. Some experience reading philosophical texts is helpful. Take-home essay exam. *Spring* Leiter, Brian.

#### **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. This seminar may be taken for fulfillment of the Substantial Writing Requirement. There will be a mandatory preliminary meeting for interested students in the Autumn; law student enrollment is limited to 8. *Winter* Rosenberg, Gerald.

#### **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. *Spring* Geselbracht, Thomas; Novak, Theodore; Shadle, Paul.

#### **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* Heyrman, Mark.

#### **LAW AND THE POLITICAL PROCESS**

This course surveys the legal regulation of elections and politics. Topics include the individual's right to participate in the political process, redistricting and the distribution of electoral power, the role of race in the regulation of politics, political party regulation, and campaign finance reform. The course will pay particular attention to the political theories and empirical assumptions that underlie judicial intervention in these areas. The student's grade will be based on a take-home final examination and class participation. *Winter* Cox, Adam.

### **LAW OF E-COMMERCE**

This course will explore the novel legal issues arising from the conduct of business in cyberspace. We will review the evolution and current administration of the Internet and the World Wide Web. We will examine the emerging doctrines related to personal jurisdiction, contracting, intellectual property, intermediary liability, privacy, spam, and taxation in cyberspace. The course will follow a case method approach, examining the leading cases elaborating the doctrines, as well as state and federal legislation applied to cyberspace. A student's grade will be based on a proctored final exam. *Winter* Chander, Anupam.

### **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. *Winter* Bradford, Anu; Posner, Eric.

### **LAW, ECONOMICS, AND ENTREPRENEURSHIP**

*Winter* Zeiss, Gary.

### **LAW, POLICY, AND THEORIES OF NONPROFIT ORGANIZATIONS IN THE U.S.**

This seminar will examine legal and policy issues of the nonprofit organizations in the U.S., with a particular focus on those with large endowments. These nonprofits—higher educational institutions, amongst others—enjoy the tax-exempt status and other privileges on the premise that they serve for the public benefit. However, in the last decade, their tax-exempt endowments have grown so rapidly, while their endowment spending remained quite conservative, that some people, including the Senate, began asking whether the current level of wealth accumulation in these nonprofits is justifiable, especially when the skyrocketing tuition troubles many households in the U.S. We will start an overview of the current law of endowed nonprofit organizations, and then turn to each of specific theoretical approaches to the issue, including tax theory, corporate governance, methods of subsidization to the charities, distributive justice, intergenerational equity, and the relationship between the nonprofit “sector” vis-à-vis the general public. There are no prerequisites for this seminar, but basic knowledge of taxation and nonprofit law will be helpful. Participants will be asked to submit a short (1–2 pages) response paper to the reading assignments for each class. The grade will be based on these papers and class participation. *Spring* Fujitani, Takeshi.

### **LAW, SCIENCE, AND MEDICINE**

This seminar will address the intersection of medicine, science, and law, focusing on issues related to human research, informed consent, the “new genetics,” and other advances in biotechnology. Students will write a significant research paper, submitted in three stages, which can be used to satisfy part of the writing requirement and which will count for 50 percent of the grade. The other 50 percent will be based on class participation. Enrollment is limited to 14 students. *Spring* Palmer, Julie Gage.

### **LEGAL ASPECTS OF CHINA'S ECONOMIC TRANSITION**

This short course addresses the main features of China's contemporary legal institutions with a focus on their interaction with China's economic transition and integration into the world economy. Following a brief introduction to China's transition from a central planning economy

towards a market economy, this course will cover topics such as dynamics between constitution, legislations and regulatory rule making in a one-party state in economic transition, reform of the judicial system and administrative law, challenge to property law from the disparity of rural and urban China during industrialization, and issues involving privatization of state enterprises and regulation of the financial market. Controversies surrounding China on intellectual property protection and international trade will also be discussed. The student's grade will be based on class participation and two reaction papers. *Spring* Chen, Ruoying.

### **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* Sylla, John.

### **LEGAL INTERPRETATION**

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

### **LEGAL ISSUES IN INDIA**

This mini-course will provide an introduction to the legal system of India and some of its hot topics. The course will begin by providing an overlay of the constitutional and court structure of India and a brief overview of the major commercial laws in India. The course is intended to familiarize students with Indian commercial laws that he or she is most likely to encounter during his or her legal practice. As such, the course will cover in some depth (i) India's investment laws and forms of organizations and their charter documents, (ii) the merger and acquisition legal regime as well as (iii) some of the popular double taxation avoidance agreements with India, including that with the U.S. Given the growing volume of transnational corporate transaction work and India's dynamic market, this course is a must-do for any aspiring corporate attorney. Following each class session, students will be required to respond in writing to a series of questions responsive to class presentation and class materials. Grades for this condensed seminar

will be determined based upon depth and quality of written responses. Contact Dean Zarfes in advance of registration should you require additional information. *Autumn* Shroff, Shardul.

### **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. Two sections are offered each year, with the same basic content. The student's grade is based on an examination. *Spring* Alberts, Barry.

### **LEGAL PROFESSION: SHADES OF GRAY**

This course, which satisfies the professional responsibility requirement, addresses the legal and ethical issues facing attorneys. Through examination of a series of “shades of gray” case studies gathered from leading law firms and corporate legal departments expressly for this purpose, we will explore the challenges, consequences, and “politics” associated with the ethical practice of law in a variety of different contexts and settings. From time to time, general counsels and law firm partners will join the class as guest lecturers. Class attendance and participation is essential. The student's grade will be based on class participation, a series of short exercises, and an examination. *Autumn, Winter, Spring* Zarfes, David; *Winter* Cohen, Frederick.

### **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 with an emphasis on 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 and negotiation skills 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* Edwards, Charles L.

### **LEGALITY AND THE RULE OF LAW**

This seminar will explore the nature and value of the rule of law through a critical examination of some classical and contemporary writings. Among the problems we will consider are the following: What features in a legal system contribute to realizing the rule of law? What is “legality”? What is the relationship between the rule of law and the rule of good law? Is it always a virtue, other things being equal, to apply valid legal rules? How far is the rule of law consistent with the indeterminacy of law or with discretionary decision-making? Is the rule of law, as E.P. Thompson once suggested, an “unqualified human good”? Should the rule of law ever be sacrificed for sake of other goods? Evaluation method: research paper (including a bibliographic note). *Spring* Green, Leslie.

### **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 proctored final examination. *Spring* Huq, Aziz.

#### **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 and the Chapter 11 case. 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; reclamation claims by creditors; 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 a prerequisite to taking this course. The grade is based on class participation and a final examination or a major paper. Enrollment will be limited to 20. *Spring* Sontchi, Christopher.

#### **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* Roin, Julie.

#### **LUXURY RETAILING AND LAW**

This seminar offers an overview of the U.S. luxury 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* Bangs, Tony; Zarfes, David.

**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 substantial paper, series of short papers, or final examination, with class participation taken into account. *Autumn* Case, Mary Anne.

**MASTER DRAFTING CLASS**

This course offers students a unique, global perspective on drafting legal documents in English. It examines legal drafting from the experience of preparing bilingual Chinese-English contracts. Students will learn to look at legal documents in English from a new point of view that will enhance their understanding of the forms of expression in legal documents and improve their skills in drafting and interpretation. The focus of the course will not be on style or other subjective elements of legal drafting, but on eliminating ambiguity. Analysis will concentrate on specific examples of contract drafting. The skills learned in this course apply to other law school courses and daily law practice. Advanced Legal Writing is not a prerequisite for this course, but this course and Advanced Legal Writing are complementary. The student's grade will be based on a proctored final exam. *Spring* Torbert, Preston.

**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* Heyrman, Mark.

### **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 will also be studied. Finally, the mechanisms by which they provide financial and technical support to MFI's will be studied. 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* Vega-Byrnes, Thomas.

### **MICROSOFT LAB: TECHNOLOGY LAW PRACTICUM**

The objective of this three-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. We will also work with a number of Microsoft's competitors and the clients of Microsoft and its competitors to develop industry-specific terms and templates for hardware, software, and IT services transactions. 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. 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 should plan to participate for two consecutive quarters (Autumn/Winter or Winter/Spring); additional quarters will not be permitted. *Autumn, Winter, Spring* Zarfes, David.

### **THE MIND AND THE LAW**

Developments in neuroscience and the psychological study of cognition and emotion are transforming our understanding of the mind. These developments have large implications for law and lawyering. They challenge some of civil and criminal law's central premises—about people's rationality, free choice, and consistency over time. This course will examine some of these challenges, and it will weigh the law's possible responses. Legal topics to be explored will include health and safety regulation, the idea of the reasonable person, intent and culpability, mental disability, and the roles of revenge, regret, and other motives in civil and criminal justice. Other themes, relevant to lawyering and to the management of conflict, will include the psychology of negotiation, the nature of intuition and judgment, and the roles of trust and social norms. The course will also consider the causes and control of violence and extremism, as well as the use of emerging neuroscience technologies for legal and national security purposes. A student's grade will be based on an end-of-the-quarter writing assignment and class participation. *Spring* Bloche, Gregg.

### **MINI MBA**

*Spring* Fitzgerald, Kathleen.

### **NATIONAL SECURITY PROBLEMS AND THE RULE OF LAW**

My purpose in offering this seminar will be to further the students' understanding of the application of Constitutional, treaty, and statutory restraints to selected national security issues, and to help students develop the problem-solving and forensic skills an effective lawyer needs to reflect that understanding, with a focus on decisions facing lawyers for government officials and private parties. This will not be a survey course; topics covered will include (depending on timeliness) the status, treatment, and ultimate disposition of the detainees being held at Guantanamo Bay, in Iraq and Afghanistan; under what rules do we determine the status and culpability of persons detained in the "war on terror"; the scope of the President's Article II power in the "war on terror"; the lawfulness and consequences of certain harsh interrogation techniques; electronic surveillance programs; implications of an open-ended "war on terror"; whether U.S. policy on assassination in a "war on terror" is enforceable; and abduction and rendition issues involving U.S. personnel outside the U.S. Students will form teams of 2 to 4 persons; each team will select, or be assigned to, a realistic fact setting or case to analyze, research, write about, and present to the class, which will collectively act as the client or adjudicatory panel. 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. Students who have taken Civil Liberties and National Security (LAWS 96502) may not take this Seminar. *Winter* Helman, Robert.

### **NEGOTIATION AND MEDIATION**

This course will introduce the theory and practice of negotiation and mediation across various contexts, including deal-making and dispute resolution. It will give students an organized theoretical framework for analyzing various parties' positions and crafting thoughtful strategies. Students will develop their practical skills and individual styles through a series of simulation exercises, which will be executed inside and outside of class and then discussed and critiqued. Exposure to different techniques, styles, and contexts will be used to teach students what works best for them. Grades will be based on in-class exercises, a series of reaction papers based on out-of-class assignments, and a final negotiation that will be observed and evaluated by the instructors. Enrollment is limited to 32 students, with a preference given to third-year students. Students who take this class may not take Negotiation Theory and Practice (46702). *Winter* Henderson, M. Todd; Leslie, Jeff; Milnikel, Elizabeth; Satterthwaite, Emily; Schmidt, Randall.

### **NEW ECONOMIC ORDER IN THE POST-AMERICAN WORLD**

This seminar discusses the ongoing shift in the balance of power that reshapes the international economic order. We will examine the rise of China, India, and other emerging economies and analyze their impact in the regulation of the global economy. We will focus on the opportunities and challenges that the United States faces as it transitions to a multi-polar world. We will pay particular attention to the negotiation and enforcement of international trade agreements and the future of international institutions such as the United Nations, WTO, World Bank, and IMF in the new economic order. A student's grade will be based on a final paper and class participation. *Winter* Bradford, Anu.

### **NONPROFIT ORGANIZATIONS**

This seminar explores the law associated with non-profit organizations. Such topics as fiduciary duties, commercial activities, tax exemptions, charitable deductions, and limits on lobbying activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the non-profit sector. 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* Golden, William.

### **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. This class may be taken for substantial writing credit. *Autumn* Thompson, Michael.

### **OIL AND GAS LAW**

The basic law relating to the exploration, production, and development of oil and gas. The following principal topics are covered: ownership interests in natural resources, leasing and field development, the classification and transfer of production interests, and regulation of field operation-pooling, unitization, and environmental controls. Taxation and post-production marketing controls are not covered. The student's grade is based on class participation and a final exam. *Spring* Helmholz, R. H.

### **PARENT, CHILD, AND THE STATE**

This course examines the legal rights of parents and children and the state's authority to define and regulate the parent-child relationship. Among the topics discussed are children's and parent's rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state's response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies. The student's grade is based on a take-home examination. *Winter* Buss, Emily.

### **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 investors' returns. The course uses problem sets to illustrate the application of basic principles to formations, distributions, income allocations, borrowings, and distributions of partnerships, with a special focus on using the tax rules in a transactional setting. Introductory Income Tax is a prerequisite. The student's grade is based on a final examination and class participation. *Spring* Golden, William.

### **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. *Spring* Masur, Jonathan.

### **PHILOSOPHICAL ISSUES IN THE CRIMINAL LAW**

In this seminar, we will discuss some of the following fundamental issues in criminal law theory: What is the ultimate justification of the state's punishing criminals? Why and how much do criminals deserve to be punished? What types of acts may the state criminalize? Is the state morally permitted to criminalize mere harms to self or acts of harmless wrongdoing? What form should punishments take? Are shaming punishments or the death penalty ever permitted? What explains the types and mitigating effects of exculpatory defenses, like duress, provocation, and insanity? What role does moral luck play in determining how much criminals should be punished? Should successful attempts be punished more severely than unsuccessful attempts at the same crime? What does it mean and when is it warranted to forgive criminals? Readings for the seminar will include both historical and contemporary works from philosophers and legal theorists. Grades will be determined by class participation and one paper due at the end of the term. *Spring* Staihar, Jim.

### **POVERTY AND HOUSING LAW CLINIC**

This practicum, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing-related cases at the Legal Assistance Foundation of Metropolitan Chicago, which provides free legal services to indigent clients in civil matters. Students will spend at least thirteen hours per week in one of LAFMC's six neighborhood offices—located in Chicago's South Side, West Side, and Northwest Side, in the Loop, and in Evanston and Harvey—or in LAFMC's Housing Law Project or Foreclosure Prevention Project (both of which are located in downtown Chicago). Students may be asked to appear with tenants at administrative grievance hearings, represent defendants in eviction or foreclosure actions, file suit to enjoin landlords from performing lock-outs or refusing to make necessary repairs, participate in ongoing federal litigation, advocate on behalf of tenant groups, comment on proposed federal housing regulations, and file bankruptcy petitions on behalf of subsidized-housing residents who are trying to preserve their tenancies. All students will be expected to interview clients, prepare written discovery, and draft motions. Students with 711 licenses may be asked to appear in court at status hearings, conduct depositions, argue contested motions, negotiate with opposing counsel, and participate in bench or jury trials. In addition to working at LAFMC, students will attend a weekly two-hour seminar at which they will learn about laws governing the landlord-tenant relationship, eviction actions, foreclosures, public housing, the Section 8 tenant-based and project-based rental assistance programs, housing discrimination, the affordable housing crisis, and preservation and production of affordable housing. Enrollment is limited to twelve students. This practicum is run by Richard Wheelock (supervisory attorney, LAFMC's Housing Law Project) and Lawrence Wood (supervisory attorney, LAFMC's Northwest Office). The student's grade is based on class participation (20percent); one paper—10 pages minimum (10percent); and work at LAFMC (70percent). *Winter, Spring* Wheelock, Richard; Wood, Lawrence.

### **PRACTICING CORPORATE LAW**

My purpose in offering this seminar will be to further the students' direct preparation for the practice of corporate law in the United States. Accordingly, the approach will be case-oriented, focusing on understanding a broad range of current issues confronting lawyers for business entities, directors, officers, advisors, regulators and policy-makers, and on helping students develop the problem-solving and forensic skills an effective lawyer needs to reflect that understanding. Students will form teams of 2 to 4 persons; each team will select, or be assigned

to, a realistic fact setting or case to analyze, research, write about and present to the class; the presenters will take the role of lawyers; the remainder of the class will collectively act as the client or adjudicatory panel. Topics to be covered will include major transactions, governance, conflicts of interest, legal compliance, reform proposals and litigation. 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. Enrollment will be limited to JD students who have taken corporations and securities regulation, or their equivalent. *Winter* Helman, Robert.

### **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* Conyers, Herschella; Futterman, Craig; Heyrman, Mark; Huber, Jason; Schmidt, Randall; Siegler, Alison; Stone, Randolph.

### **PRICE THEORY I**

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* Becker, Gary; Murphy, Kevin.

### **PRICE THEORY II**

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* Becker, Gary; Murphy, Kevin; Reny, Philip.

### **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. *Spring* Strahilevitz, Lior.

### **PROPERTY THEORY**

This seminar surveys the "great works" of property law. The readings will include a variety of theoretical approaches to the study of property, including historical, sociological, law-and-economics, psychological, and critical perspectives, and will consist of law review articles and

book excerpts. Each student will write a series of short papers that critiques the assigned readings and applies their insights to pertinent judicial opinions that the student locates via independent research. Students will be graded on the basis of these short papers and class participation. *Autumn* Strahilevitz, Lior.

### **PRUDENTIAL REGULATION OF FINANCIAL INSTITUTIONS: LESSONS FROM THE FINANCIAL CRISIS OF 2008**

The financial crisis of 2007/08, initially triggered by dislocations in the highly leveraged mortgage market, subsequently spread to other markets leading to severe disruptions within different financial sectors and the failure of major institutions both domestic and foreign. These events have led national authorities to undertake an examination of the existing regulatory framework and specifically the capacity of the regulatory systems in place to either prevent or contain future financial implosions. In the United States various proposals calling for a major revamping of the regulatory structure have been put forward. Some of these would result in a fundamental reordering of regulatory responsibility. The primary objective of the course is to evaluate the proposals in terms of their potential to promote the safety and soundness of the financial system as well as their affect on the pricing and availability of financial services. Grading will be based on seminar participation and a research paper on a related topic. *Autumn* Foorman, James; Reisner, Ralph.

### **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. In 2008 the focus of this course will be on climate change. We begin with the task of collective decision-making as it reveals itself in 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). In the second part of the course, we will use tools and knowledge relating to interest groups and democratic decision-making in order to explore topics associated with one particular social problem, that of climate change. Grades will be based in part on a brief final examination and in part on a short paper, to be discussed in class, tackling some aspect of the climate change problem with the tools of public choice. *Spring* Levmore, Saul.

### **PUBLIC INTERNATIONAL LAW**

This course is an introduction to public international law, which is the body of law that nation states have jointly created for the purpose of governing their relations. The course focuses on the sources of international law, international institutions such as the United Nations, international adjudication, and various substantive fields of international law, such as the use of force, human rights, the treatment of aliens, and international environmental law. Grades will be based on class participation and an examination. *Spring* Posner, Eric.

### **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. *Autumn* Harcourt, Bernard.

### **RACE AND CRIMINAL JUSTICE**

*Winter* Stone, Randolph.

### **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, which will meet five times (6–8 pm) over the course of the year, may be taken for fulfillment of the Substantial Writing Requirement. Grades are based on written submissions and class participation. Enrollment is limited to 14 students, with 3L preference. *Autumn, Winter, Spring* Ginsburg, Douglas.

### **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. A student's grade will be determined by an in-class examination. *Winter* Rosenbloom, James.

### **REGULATED FINANCIAL INSTITUTIONS: HIGH PROFILE PROCEEDINGS ACROSS DIFFERING REGULATORY REGIMES**

High exposure matters involving highly regulated global financial institutions typically involve parallel regulatory, criminal and/or civil proceedings initiated by foreign and domestic public and private entities and individuals. Successful resolution of such “bet the company” proceedings requires a strategy built on careful analysis of the significant substantive and procedural issues raised, including, for example, how to respond to simultaneous investigations by foreign, federal and state regulatory authorities; what constitutes “cooperation” with the respective regulatory authorities; does the attorney client privilege apply and should it be waived; what law governs; does a company have an obligation to indemnify senior management; what impact does the assertion of fifth amendment privilege by a senior manager have on the company and the individual. Outside speakers may include General Counsel, Compliance Directors of banks, and former prosecutors. Evaluation Method: Final exam, short exercises and class performance. Enrollment in this seminar will be limited to 20 students. *Spring* Berkowitz, Hannah.

### **REMEDIES**

The way in which the law responds to violations of rights is no less important than the way in which those rights are allocated. The law of remedies determines the law's response to violations of rights, and in so doing, it delineates their boundaries and gives them legal meaning. Hence, the study of the law of remedies is closely related to the study of the substantive law, each field shedding light on the other. This course focuses on remedies in Contracts and Torts, referring to the goals of the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as: restitutionary damages; probabilistic recoveries; the relationship between damages and non-legal sanctions; evidential damage; and liquidated damages. The course also covers the remedies of specific performance in Contracts and injunction in Torts and compares and contrasts these remedies with monetary ones. Some of the defenses available to both the breaching party and the wrongdoer, such as mitigation

of damages and comparative fault, in Torts and Contracts will also be discussed. A student's grade will be based on a three-hour open-book proctored examination. *Autumn* Porat, Ariel.

### **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. Any student who wishes to take the seminar to satisfy the substantial writing requirement should see the instructor about the possibility of writing a longer paper within the framework of the overall seminar. *Spring* Epstein, Richard.

### **SARBANES-OXLEY ACT**

This class will examine the changes brought about by the Sarbanes-Oxley Act both in terms of reporting requirements for public companies and the Act's impact on securities litigation. A student's grade will be based on class participation and a final paper. *Winter* Bunge, Jonathan; Krulewitch, Jerry.

### **SECTION 1983 CIVIL RIGHTS LITIGATION**

42 U.S.C. § 1983 is the primary federal statute that allows individuals to act as private attorney generals in bringing civil prosecutions against government actors for violations of the United States Constitution and other federal laws—civil rights lawsuits. Through this statute, individuals and groups have challenged school segregation and discrimination, police and prison abuse, the mistreatment of children in the child welfare system, government “takings” of private property, abridgements of free speech or assembly, and more. The development of Section 1983 civil rights litigation has also raised concerns about subjecting public officials to protracted litigation, issues of federalism, and over-deterrence. These and other concerns have led to granting officials immunity and erecting a number of procedural barriers, making civil rights litigation even more complex and difficult to sustain. In this seminar, we will study Section 1983 through a combination of lecture/classroom discussion around the doctrine and by applying the law through simulated classroom exercises (learning by doing). The exercises will revolve primarily around the litigation of an individual's claim that he was falsely accused of committing murder. The exercises include, among other things, drafting a civil rights complaint, and drafting and arguing summary judgment briefs. This seminar may be taken to fulfill one of the substantial writing requirements, if the summary judgment paper is certified by the professor as having met the criteria. Grades will be based on class participation and the required written submissions. Enrollment is limited to 16 students. *Winter* Futterman, Craig; Huber, Jason.

### **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. The student's grade is based on a proctored final examination. *Autumn* Picker, Randal.

### **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. *Winter* Case, Mary Anne.

### **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. *Autumn* Madigan, James.

### **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 U.K., 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. *Spring* Dixon, Rosalind.

### **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* Collins, John.

### **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 short papers and class participation. *Autumn* Roin, Julie.

## **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 principals 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* Levin, Jack; Rocap, Donald.

## **STUDIES IN CORPORATE CONTROL**

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

## **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* Weisbach, David.

## **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 and Introduction to Income Tax are recommended. Students' grades based on a final proctored examination. *Spring* Weisbach, David.

## **TELECOMMUNICATIONS LAW AND POLICY**

This course examines the legal framework for the regulation of the telephone system and the Internet. After learning the basics, students focus on specific subject areas, including the allocation of jurisdiction among state and federal courts, and state and federal agencies, the economic justification for regulation of telecommunications and Internet-based services, wireless



telecommunications, and new issues relating to Internet-based services. The student's grade for this two-credit course is based on an eight hour take-home exam, and students also have the option of earning an additional credit by submitting a major paper in place of the exam. *Spring* Schneider, Mark.

#### **TELECOMMUNICATIONS LAW: ADVANCED ISSUES**

This seminar allows students to focus on advanced issues beyond those explored in the core telecommunications course. The seminar analyzes the interplay of antitrust and regulatory regimes, including the uses of regulation to create barriers to entry. The seminar will include current topics in regulatory policy, especially those deriving from cable, wireline and wireless competition; Internet telephony; and access of content, hardware and software providers to these distribution channels. Students will have the opportunity for independent research and writing, which may cover international subjects. Students must have taken Telecommunications Law (70401) or receive instructors' permission to enroll. The student's grade is based 50 percent on a major paper and 50 percent on class participation. Enrollment is limited to 20. *Spring* Kamin, Chester; Harrington, John.

#### **TRADEMARK LAW AND POLICY**

This seminar examines both the theoretical foundations of trademark law and its implementation in litigation and policy settings. The seminar will examine questions such as the following: What is the underlying justification for having trademarks? What is the proper subject matter for marks? What does the ideal trademark registration system look like? How are trademarks similar to or different from other forms of intellectual property? The seminar will also discuss the new issues that arise for trademark law from the creation of cyberspace and from the impact of globalization. Students do not need a background in intellectual property law, but some familiarity with the intellectual property system is encouraged. Additionally, students interested in doing some background reading to familiarize themselves with the trademark system should get in touch with the instructor in advance of the course for a short list of recommended readings. Grades are based on response papers and class participation. *Spring* Manta, Irina.

#### **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* Heald, Paul.

#### **TRANSACTIONAL LAWYERING**

This class will lay the foundation for the skills transactional lawyers employ in practice. It will expose students to the fundamentals of transactional lawyering starting with an orientation to a typical "deal" and the mindset of a transactional lawyer. Exercises will address skills such as interviewing and counseling clients, contract reviewing and drafting, and negotiation. Assignments will be a combination of simulations, out of class editing and writing, and peer review. *Autumn* Leslie, Jeff; Milnikel, Elizabeth; Satterthwaite, Emily.

#### **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. *Autumn* Dutton, Tom; Van Wart, Kevin.

### **TRIAL PRACTICE: STRATEGY AND ADVOCACY**

This seminar will focus on how trial lawyers develop strategy and themes from the beginning of a lawsuit through trial. The instruction will be by lectures, demonstrations, and participation in “learning-by-doing” exercises. This seminar will be centered on a specific trial problem (including a mini-trial at the end of the seminar), but attention also will be given to decision-making in the pre-litigation phase and how those decisions may affect a trial's outcome. Students will learn how to use depositions, written discovery, expert witnesses, motions, and technology as effective litigation tools. While the instructor strongly recommends that students have a good understanding of the Federal Rules of Evidence before taking the seminar, this is not a prerequisite. Final grades will be based on a fifteen-page trial brief, class participation, and performance during the mini-trial. Enrollment is limited to 18 students. *Winter* Fields, Barry.

### **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* Helsinger, Howard; Huhnke, Michelle.

### **WOMEN LIVING UNDER MUSLIM LAWS**

Current scholarship posits an inherent conflict between women's rights and religion; the conflict is presented as particularly stark in the context of Muslim women's rights. But on the ground, women's human rights activists in Muslim communities are piercing the veil of religious sovereignty. Betraying a growing disconnect between human rights law and human rights practice, a close study of women's human rights activists working in Muslim communities and countries demonstrates that, despite law's formal refusal to acknowledge claims of reason and equality, women are nonetheless claiming their rights to challenge religious and cultural authorities and to imagine religious community on more egalitarian and democratic terms. This seminar will study these movements in light of current scholarly and political debates about fundamentalism, democracy, equality, secularism, universalism, and multiculturalism. This is a limited enrollment seminar. A student's grade will be based on reaction papers and class participation. *Autumn* Sunder, Madhavi.

### **WORKSHOP: AMERICAN LEGAL HISTORY**

*Spring* LaCroix, Alison.

**WORKSHOP: CONSTITUTIONAL LAW**

This workshop, conducted over three sequential quarters, exposes students to recent academic work in constitutional law and the theory of constitutional interpretation. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Grading is based on a substantial paper. Enrollment is limited. *Autumn, Winter, Spring* Strauss, David.

**WORKSHOP: CRIME AND PUNISHMENT**

The study of crime and punishment has always held a prominent place in the social sciences and professional schools at the University of Chicago. This workshop carries on this tradition. Providing an interdisciplinary forum for faculty and graduate students to present current research, it allows participants to contribute to the development of new understandings of crime and society's response to crime. This workshop will host a series of lively and interactive presentations covering such topics as discipline and governmentality, actuarial justice, mass incarceration, and punishment theory. Sessions will be held roughly every two weeks. Grading will be based on reaction papers and participation in the workshops. *Autumn, Winter, Spring* Harcourt, Bernard; McAdams, Richard.

**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 8, 2008. It will meet nine times over the course of the 2008–09 academic year, with meetings alternating between Chicago and Northwestern. *Autumn, Winter, Spring* Landes, William; Posner, Richard.

**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 that satisfies the Substantial Writing Requirement. *Autumn, Winter, Spring* Ben-Shahar, Omri.

**WORKSHOP: LAW AND PHILOSOPHY**

This year's Law and Philosophy Workshop is on the topic "Toleration and Religious Liberty." Religious toleration has long been the paradigm of the liberal ideal of toleration of group differences, as reflected in both the constitutions of the major Western democracies and in the theoretical literature explaining and justifying these practices. While the historical reasons for the special pride of place accorded religious toleration are familiar, what is surprising is that no one has been able to articulate a credible principled argument for tolerating religion qua religion: that

is, an argument that would explain why, as a matter of moral or other principle, we ought to accord special legal and moral treatment to religious practices. There are, to be sure, principled arguments for why the state ought to tolerate a plethora of private choices, commitments, and practices of its citizenry, but none of these appear to single out religion for anything like the special treatment it is accorded in, for example, American and Canadian constitutional law. The Workshop's central question will be: is there a principled reason to tolerate religion qua religion? Or do principled reasons for tolerance fail to distinguish religious belief from other matters of conscience? Sessions will address the nature of toleration (and its relationship to cognate notions like respect), different moral arguments for toleration, the nature of religion, and differing legal approaches (including the American) to protecting religious liberty. Students may get a better idea for the concerns of the Workshop from Professor Leiter's paper "Why Tolerate Religion?" available on his SSRN page here: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=904640](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=904640). All sessions will take place on Mondays from 4-6 pm in the Law School. There will be a dinner with the speaker following each session, for which students may sign up in advance. Readings for each session will be circulated in advance (More information to follow). Students who would like to take the workshop as a course for credit should contact Brian Leiter ([bleiter@uchicago.edu](mailto:bleiter@uchicago.edu)) by September 19, 2008. Please send a resume, a brief description of your interests and background relevant to the course, including a list of prior coursework in philosophy, political theory and constitutional law (please list instructors, if you can recall them). *Autumn, Winter, Spring* Leiter, Brian; Nussbaum, Martha.

#### **WORKSHOP: LAW AND POLITICS**

This workshop, conducted over two sequential quarters, is devoted to the intensive examination of selected problems arising at the intersection of law and politics. Workshop sessions will be devoted to the presentation and discussion of papers by members of the faculty of the University of Chicago and of other institutions. The substance and methodological orientation of the papers will both be diverse, but may include issues concerning legislative process, electoral structures, and the constitutional constraints on political institutions. Grading is based on class participation and the completion of 3 to 5 page papers that respond to the paper being presented. Workshop participants must enroll in both quarters of the workshop. *Winter, Spring* Masur, Jonathan.

#### **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 may receive substantial writing credit in this course, and LL.M.s 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. LL.M.s interested in teaching are welcome. *Autumn, Winter, Spring* Bernstein, Lisa.

### **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. This workshop may be taken for fulfillment of the Substantial Writing Requirement. 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. *Winter, Spring* Case, Mary Anne.

## 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 papers for publication in *The Law Review* or in other legal periodicals.

Papers completed for independent research credit do not automatically qualify for Substantial Writing Credit. A student who seeks SWC 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 SWC.

Following is a listing representative of faculty members' preferred areas for supervising written work.

*Douglas Baird*: bankruptcy; contracts; intellectual property; commercial law.

*Omri Ben-Shahar*: contracts; insurance; products liability.

*Lisa E. Bernstein*: contracts; commercial law.

*Anu Bradford*: international trade law; international antitrust law; EU law.

*Emily Buss*: civil procedure; juvenile law; family law; evidence.

*Mary Anne Case*: regulation of family sex and gender; feminist jurisprudence; constitutional law; comparative civil law; European rights law.

*Herschella P. Conyers*: criminal justice; poverty; racism; legal services to the poor.

*Adam Cox*: voting rights; election law; immigration law; federal jurisdiction.

*Kenneth W. Dam*: international trade; comparative public law; intellectual property.

*Frank H. Easterbrook*: antitrust; securities; interpretation.

*Richard A. Epstein*: any common law subject; property-related constitutional issues; law and economics; antitrust; intellectual property; legal history.

*Lee Fennell*: property; land use; local governments; housing; social welfare policy; behavioral law and economics.

*Craig Futterman*: police accountability; criminal justice; racism; poverty.

*Jake Gersen*: administrative law; legislation; law and political science.

*Thomas Ginsburg*: law and development; international law; comparative constitutions; comparative law.

- Bernard Harcourt*: criminal law and procedure; punishment theory; socio-legal studies.
- R. H. Helmholz*: English legal history; Continental legal history; real property; personal property.
- M. Todd Henderson*: corporate law; securities regulation; bankruptcy; intellectual property (especially international issues).
- Mark J. Heyrman*: rights of the disabled—particularly, the rights of the mentally handicapped, both in institutions and in the community; mentally handicapped in the criminal justice system, including fitness to stand trial, insanity defense, sexual offender laws.
- Dennis Hutchinson*: legal and constitutional history; racism and the law; institutional studies of the U.S. Supreme Court.
- Joseph Isenbergh*: domestic and international income and transfer taxation; corporate finance; tax policy; federal jurisdiction.
- Alison LaCroix*: American legal history; federalism; separation of powers.
- William M. Landes*: law and economics; intellectual property; torts.
- Jeff Leslie*: affordable housing; tenants rights; and economic development transactions.
- Saul Levmore*: public choice; torts; corporations; corporate tax; comparative law.
- Brian Leiter*: jurisprudence; any topic related to philosophy.
- Anup Malani*: law and economics; health law; corporation law; bankruptcy.
- Jonathan Masur*: administrative law; behavioral law and economics; patent law.
- Richard McAdams*: criminal law and procedure; law and economics; social norms; race discrimination.
- Tom Miles*: law and economics; empirical legal studies; criminal law; torts.
- Martha Nussbaum*: moral and political philosophy; jurisprudence; law and literature; ancient Greek philosophy; feminist theory; theories of motivation; animal rights.
- Randy Picker*: antitrust; copyright; network industries.
- Eric Posner*: contracts; international law; foreign relations law.
- Richard A. Posner*: economic analysis of law; judicial behavior; jurisprudence; national security law.
- Julie Roin*: federal taxation; taxation of international transactions; state and local government.
- Gerald N. Rosenberg*: empirical approaches to the study of law, courts, and judicial behavior; law and society; law and social change.
- Adam Samaha*: constitutional law or theory; federal courts; civil procedure.
- Randall D. Schmidt*: civil rights; employment discrimination; civil litigation—including discovery, pretrial procedures, trial practice, evidentiary issues, etc.
- Alison Siegler*: criminal law, especially sentencing and bond issues.
- Geoffrey R. Stone*: evidence; freedom of speech and press; equal protection; search and seizure.
- Randolph N. Stone*: criminal justice; ethics; legal profession; poverty; racism; legal services to the poor.
- Lior Strahilevitz*: property and land use; privacy; trade secrets; law and technology; social network theory.
- David A. Strauss*: constitutional law; federal jurisdiction; legal theory or jurisprudence; criminal procedure; civil procedure; administrative law; employment discrimination.
- Cass R. Sunstein*: environmental law; occupational safety and health regulation; administrative law; separation of powers; jurisprudence and legal theory; constitutional law; social security and welfare law.
- David A. Weisbach*: taxation.
- Diane P. Wood*: international antitrust; antitrust; international trade and business; international conflicts of law-private international law; civil procedures.

## 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/index.html>.

### **Administrative Law, Legislative Process, and Government Regulation**

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

### **Commercial, Business, and Labor Law**

Advanced Contracts: Sales, a Practice Oriented Approach	Corporate Finance, Behavioral Finance and Investments
Advanced Securities	Corporate Governance
Advanced Trademarks and Unfair Competition	Corporation Law
Antitrust and Intellectual Property: Readings	Current Controversies in Corporate and Securities Law
Antitrust Law	Electronic Commerce Law
Art Law	Employee Benefits
Art Law: Litigating Title Disputes	Employment Discrimination
Asset Based Finance	Employment Discrimination Project
Bankruptcy and Reorganization: The Federal Bankruptcy Code	Entrepreneurship and the Law
Business of Law	Entrepreneurship in Practice
Business Planning	Environmental Law
Buyouts	Fair Housing
Climate Change	Federal Regulation of Securities
Commercial Real Estate Transactions	Federalism and Globalization: Insurance Regulation of Modern Financial Services
Comparative and International Antitrust	Financial Accounting
Comparative Corporate Law	Financial Accounting for Lawyers
Competition Policy in the European Community	Globalization and the Law
Complex Corporate Litigation Management	Greenberg Seminar: Food Law
Concluding Complex Business Transactions	Hedge Fund Litigation
Copyright	Information Technology Law: Complex Industry Transactions
Copyright Law: Theory and Policy	Information Technology Law: Outsourcing Agreements
Corporate Crime and Investigation	Institute for Justice Clinic on Entrepreneurship
Corporate Finance	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

Greenberg Seminar: Juries  
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  
Greenberg Seminar: Juries  
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  
Greenberg Seminar: Food 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  
Greenberg Seminar: Food Law  
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  
Greenberg Seminar: Reformation or  
Renunciation? Muslim Feminist Literature  
of Dissent  
Greenberg Seminar: Sharing the Planet  
Greenberg Seminar: Terrorism 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  
Greenberg Seminar: Reformation or  
Renunciation? Muslim Feminist Literature  
of Dissent

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  
Greenberg Seminar: Reformation or  
Renunciation? Muslim Feminist Literature  
of Dissent  
Greenberg Seminar: Shakespeare and the Law  
Greenberg Seminar: Sharing the Planet  
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

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## THE LAW SCHOOL

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

The Quadrangle 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 640,000 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

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## STUDENT LIFE

### STUDENT ACTIVITIES AND ORGANIZATIONS

The Law School has approximately sixty 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 and Entertainment 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 gives them 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 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 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 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 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;
- the Film Festival, organized to watch and discuss movies with legal themes;
- the Group of Older Law Students, to provide support and social activities for students who have taken time away from school before attending Law School;
- the Intellectual Property & Entertainment Law Society, to promote student understanding of intellectual property (including patent, trademark, and copyright law); entertainment, sports, and telecommunications law; and first amendment, libel, and media law;
- the Japanese 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 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;
- 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;
- 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;
- Outlaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
- the *Phoenix*, the Law School student newspaper;



the Public Interest Law Society, for students interested in public service issues;  
 Scales of Justice, an a cappella singing group;  
 S.O.F.A., or Students Organized for Fun and Amusement, an organization of students seeking off-beat recreational and social activities for the sometimes over-stressed student body;  
 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 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 over 725 intramural teams and forty-two 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.

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. A

helpful description of many of them can be found in “Religion on the Quadrangles,” available at [www.uchicago.edu/docs/religion](http://www.uchicago.edu/docs/religion). Dr. Elizabeth Davenport serves as Dean of Rockefeller Memorial Chapel. The Chapel offices are open daily to help students make their own meaningful connections with religious life on campus. The telephone number is 773/702-2100.

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 Divinity School and Rockefeller Memorial Chapel sponsor an ecumenical service that takes place from 11:30 a.m. to noon each Wednesday at the Joseph Bond Chapel on the main Quadrangle. 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 600 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.

At the time of graduation, over 96% of the Class of 2007 had found employment: 81% entered private practice; 11% obtained judicial clerkships; 4% entered business; and 4% obtained positions in public service and government. During the summer of 2008, virtually 100% of the Class of 2009 were employed in legal positions. The majority of these opportunities were with law firms; 5% of these positions were with public service and public interest organizations; and approximately 2% were in finance, business, and corporate positions. About 98% of the Class of 2010 obtained law-related employment in the summer of 2008. Approximately one-third of this class worked in the private sector at a law firm or business, one-quarter worked in the public interest/public service sector, 26% were employed at the Law School in one of our clinics or as research assistants to faculty members, and 15% accepted judicial internships.

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-serv 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 a Public Interest Employers Reception co-sponsored with PILS, 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

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 the Graduate Student Housing Office, 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.

### NEW GRADUATE RESIDENCE HALL

Many of the single first-year Law School students live in the New Graduate Residence Hall (New Grad). Designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It has a capacity for about 125 graduate men and women. Approximately 90 of them are first-year law students. Most of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a game room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a nominal cleaning fee associated with the use of the kitchen.) The room rate is \$7,571 or \$9,188 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at \$7,010.

### INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates graduate residents—many from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes

understanding and friendship among students of diverse national, cultural, and social backgrounds; provides facilities that can benefit social and cultural development of its residents; and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents in the House's cafeteria, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities.

A variety of rooms varying in size and amenities are available in International House. The average single room rate is \$2,125 per quarter. There is no mandatory meal plan. All rooms are furnished, including blankets and bed linen.

## **NEIGHBORHOOD STUDENT APARTMENTS**

The University owns and operates more than 1,100 apartments in twenty-nine buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from \$532 to \$1030 monthly; those for unfurnished are from \$598 to \$1,625 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath. For further information, please contact the University's Office of Graduate Student Housing at 773/753-2218 or see <http://reo.uchicago.edu/gradhousing.shtml>.

## **MEAL SERVICE**

Arrangements may be made by law students to purchase meal plans served in the Burton-Judson dining halls next to the Law School. The majority of contracts consist of a number of meals served per quarter plus a "purse" of Flex Dollars. Flex Dollars can be used to purchase meals in the dining halls or in Hutch Commons and the C-Shop, both in the Reynolds Club. The maximum contract provides up to 187 meals per quarter at a cost of \$5,109 for the year. Other packages including Flex Dollars are available and can be used in any of the four residential dining halls including International House. Further information and meal plans can be obtained at the Office of Student Housing, 773/702-7366, or at [http://housing.uchicago.edu/Campus\\_Dining\\_Services/Meal\\_Plans\\_and\\_Rates.html](http://housing.uchicago.edu/Campus_Dining_Services/Meal_Plans_and_Rates.html).

## **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. Please contact the Director by phone at 773/702-7813. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps employees and

students find childcare through two main sources: (1) The Day Care Action Council, a resource and referral agency; and (2) Action for Children. Their referral services are free of charge.

The Day Care Action Council (DCAC) is a private, not-for-profit agency, which operates a resource and referral service. The University has contracted with DCAC to provide information regarding child care. The Day Care Action Council can be reached by phone at 773/564-8890 or by e-mail at [childcare@daycareaction.org](mailto:childcare@daycareaction.org).

Action For Children 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](mailto:childcare@actforchildren.org).

It is important to remember that the Action for Children and the Day Care Action Council are referral services only and do not recommend or endorse any particular provider.

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) 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. 229, 5801 Ellis Avenue, Chicago, IL 60637, telephone: 773/702-7813.

## UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

### HEALTH INSURANCE REQUIREMENT

The University requires all students, other than those in programs explicitly excluded, to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. If the student is resident in Chicago, the insurance must cover medical care other than emergency care in the Chicago area. The insurance requirement may be satisfied in one of two ways:

1. Enroll in the Student Accident and Sickness Insurance Plan offered by the University, or
2. Complete the online insurance waiver application before the open enrollment deadline.

The waiver application requires the student to certify that his or her insurance coverage is comparable to the Student Accident and Sickness Insurance plan.

### AUTOMATIC ENROLLMENT

Students who fail to complete an insurance election or apply for a waiver by the open enrollment deadline for the plan year will be automatically enrolled in the University's Student Accident and Sickness Insurance Basic Plan and will be billed for that enrollment. The enrollment is binding for the entire plan year.

### STUDENT HEALTH AND WELLNESS FEE

All registered students, other than those in programs explicitly excluded, must pay the Student Health and Wellness Fee, which covers services at the Student Care Center and Student Counseling and Resource Services. The Student Health and Wellness Fee will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter.

The Student Health and Wellness Fee will not be waived for participants of any other group or individual health plan.

## IMMUNIZATION REQUIREMENTS

By State of Illinois law, 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 (<http://scc.uchicago.edu>) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available to be downloaded from the web. They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of enrollment, 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. A student who receives this notification is urged to call the Immunization Office at 773/702-9975 to resolve his or her status.

Restricted students will lose on-line access to grades as well as access to University libraries, athletic facilities, and health services, among other privileges. Restricted students will be required to leave the University if the restriction is not cleared by the fifth week of the subsequent quarter. Students required to leave will not receive credit for work done through the end of the fifth week of the quarter. Students living in undergraduate dormitories will be required to leave the University housing system.

\*Students who are enrolled less than half time and non-degree international visiting scholars are exempt from this requirement.

## SECURITY

The University Police Department operates twenty-four hours a day, seven days a week, on campus and throughout the Oakland, Kenwood, Hyde Park, and Woodlawn neighborhoods. They patrol north to 39th, south to 63rd, east to Lake Shore Drive, and west to Cottage Grove.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other's calls within the University Police's coverage area. University Police headquarters is located at 5555 South Ellis Avenue.

There are approximately 300 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the online publication *Common Sense*. *Common Sense* describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns.

*Common Sense* is available to members of the University community at [www.commonsense.uchicago.edu](http://www.commonsense.uchicago.edu).

## UNIVERSITY POLICIES

### STATEMENT OF NON-DISCRIMINATION

In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment, and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, gender, sexual orientation, gender identity, national or ethnic origin, age, disability, or other factors prohibited by law. The Affirmative Action Officer (Administration 501, 702-5671) is the University's official responsible for coordinating its adherence to this policy and the related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

### ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to study at the University.

The University does not have a comprehensive program oriented wholly towards educating students with disabilities, but strives to be supportive of the academic, personal, and work-related needs of each individual and is committed to helping those with disabilities become full participants in the life of the University.

Students with disabilities should contact their area Dean of Students and a representative of the Office of the Vice President and Dean of Students in the University (Administration 233, 834-4469) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

Once the appropriate documentation is received, professionals will review it to clarify the nature and extent of the disability. Ordinarily a representative of the Office of the Vice President and Dean of Students in the University and area Dean of Students then will meet with the student to discuss the matter. If academic work is at issue, faculty may also become involved in these discussions. The student and the area Dean of Students will maintain contact as appropriate in ongoing efforts to accommodate the student. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

### LEARNING DISABILITIES

The University is committed to working with learning disabled students who have been admitted to help them become full participants in academic programs. In all cases, the usual standards of judgment and assessment of students' overall academic performance apply. Neither the community nor the students concerned are well served by applying special or lesser standards of admission or of evaluation. The representative of the Office of the Vice President and Dean of Students in the University may make accommodations to assist learning disabled students. Such accommodations need to be reasonable and appropriate to the circumstances, should confer equal opportunity on students with learning disabilities, and must not infringe on the essential requirements of or fundamentally alter the program.

As in the case of other disabilities, faculty and academic staff should instruct learning disabled students to request assistance from their area Dean of Students and a representative of the Office of the Vice President and Dean of Students in the University. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.



## DOMESTIC PARTNERSHIP POLICY

A domestic partnership is defined as two individuals of the same gender who live together in a long-term relationship of indefinite duration, with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other's common welfare and share financial responsibilities. The partners may not be related by blood to a degree of closeness which would prohibit legal marriage in the state in which they legally reside and may not be married to any other person.

Privileges will be extended to a student's domestic partner and partner's child(ren) for the Student Accident and Sickness Insurance plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her child(ren) for these privileges should contact the Benefits Office, 970 East 58th Street, 3rd floor, (773/702-9634) to request a Statement of Domestic Partnership form. Once approved by the Benefits Office, the statement will certify that the student's partnership meets the University's requirements.

If a student wishes to enroll his or her domestic partner and/or partner's child(ren) in the Student Accident and Sickness Insurance plan, the student will need to complete enrollment forms for the dependents and will need to present his or her approved Statement of Domestic Partnership. In order to obtain gym, library, and/or housing privileges, the student will need to present his or her approved Statement of Domestic Partnership at the appropriate office.

- Student Accident and Sickness Insurance plan - Administration Building room 231-2, 5801 South Ellis Avenue
- Athletic and Recreational Sports - Ratner Athletic Center, 5530 South Ellis Avenue, Front Desk
- Library—Regenstein Privileges Office, 1100 East 57th Street, 1st floor (bring partner)
- Housing—Graduate Students Assignment Office, 5316 South Dorchester Avenue

## UNIVERSITY REPORTS

The University of Chicago annually makes information, including several reports and policies, available to its community and to prospective students and employees. These reports provide abundant information on topics from equity in athletics to campus safety, including several items for which federal law requires disclosure. The following are reports that are presently available from the University of Chicago. For those reports not available on the Internet, the University will provide copies upon request.

1. The University's campus safety report, *Common Sense*, is published annually online and includes the following:

- information regarding transportation on and around campus;
- safety tips and information on security and crime prevention programs;
- campus policy regarding the sale, possession, and use of alcohol and illegal drugs;
- information regarding drug and alcohol education programs;
- crime statistics for the three most recent calendar years;
- campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
- information regarding reporting of criminal activity.

*Common Sense* can be accessed on the Internet at [www.uchicago.edu/commonsense/](http://www.uchicago.edu/commonsense/).

1. The University of Chicago Department of Physical Education and Athletics' report for the Equity in Athletics Disclosure Act is available, upon request, from the Department at 5734-A S. Ellis Ave., Chicago, IL 60637, (773/702-7684).
2. The University's policy concerning privacy and the release of student records is published annually in the University's Student Manual of Policies and Regulations. The policy explains the rights of students with respect to records maintained by the University and

outlines the University's procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of the Manual are available, upon request, from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773/702-7770). The information is also available on the Internet at <http://www.uchicago.edu/docs/studentmanual>.

3. Information on accommodations for persons with disabilities can be found in the Student Manual of Policies and Regulations and in each division's Announcements, including this one. The Student Manual of Policies and Regulations is available from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773/702-7770). The information is available on the Internet at <http://www.uchicago.edu/docs/studentmanual>.
4. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the SSA Dean of Students Office at 969 E. 60th Street, Chicago, IL 60637, (773/702-1135). The information is also available on the internet at: [uchicago.edu/financial/index.html](http://www.uchicago.edu/financial/index.html).
5. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, 4th Floor, Chicago, IL 60637, or the SSA Dean of Students Office (773/702-1135).
6. Information regarding student graduation rates, tuition and loan refunds, and withdrawals can be obtained from the Offices of the Registrar and the Bursar, 5801 S. Ellis Ave., Chicago, IL 60637, (773/702-7891) and (773/702-8000) respectively. This information is also available on the Internet at <http://registrar.uchicago.edu> under the section entitled Times Schedules.
7. Information on the University's accreditation can be obtained from the Office of the Provost, 5801 South Ellis Ave., Chicago, IL 60637, (773/702-8806).
8. Information on academic programs, faculties, and facilities, can be obtained from the SSA Dean of Students Office, 969 E. 60th Street, Chicago, IL 60637, 773/702-1135.

## **STUDENT REGULATIONS AND DISCIPLINE**

Any conduct, on or off campus, of students as individuals and as members of campus groups, that threatens the security of the University community, the rights of its individual members, or its basic norms of academic integrity is of concern to the University and may become a matter for action within the University's system of student discipline.

The All-University Disciplinary System is set out in the Student Manual of University Policies & Regulations, copies of which are available through the dean of students in each area. Every student should become familiar with the Student Manual of University Policies & Regulations, which is updated annually.

## FINANCIAL INFORMATION

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### FEEES

**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 2008–2009 is \$41,157 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 activities 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 \$19,500 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 during their first year should submit the Free Application for Federal Student Aid (FAFSA) as well as the University's loan application. Applicants who would also like to be considered for need-based scholarship funds from the Law School should also submit the Need Access Report ([www.needaccess.org](http://www.needaccess.org)).

### SCHOLARSHIPS

A substantial program 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 process will be sent to all admitted applicants and is available online at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

## LL.M. STUDENTS

Expenses and financial aid—Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$61,500, 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

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## 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.lsac.org](http://www.lsac.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 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.lsac.org](http://www.lsac.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, 2008.

*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, 2008, 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 2, 2009. Applications received for Regular Decision will be considered on a rolling basis once all supporting materials have been received. Any applications received after February 2 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 Law Services at 215/968-1001 or [www.lsac.org](http://www.lsac.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. Please submit your letters through the LSDAS letter of recommendation service.

*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 Law Services at 215/968-1001 or [www.lsac.org](http://www.lsac.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](http://www.accessgroup.org)) to complete the application online. Need Access information received after March 1 will be considered for scholarship support only to the extent that funds remain available.

*Interviews.* The Admissions Committee invites certain 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.

*Visits.* We encourage all prospective applicants to visit the Law School. In the fall and winter quarters, we conduct open houses and tours for prospective applicants; please call ahead for the schedule (773/702-9484) or check our website at [www.law.uchicago.edu](http://www.law.uchicago.edu).

*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 once they have received their first-year grades. 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 applications are accepted starting June 1. Transfer applicants must apply electronically using the LSDAS electronic application. Please visit our website at [www.law.uchicago.edu](http://www.law.uchicago.edu) for more information on transferring to the Law School.

## FACULTY SCHOLARSHIP, 2007–2008

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### DANIEL ABEBE

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### ALBERT ALSCHULER

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### SCOTT ANDERSON

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### EMILY BUSS

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### MARY ANNE CASE

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### ADAM B. COX

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### FRANK EASTERBROOK

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### **RICHARD A. EPSTEIN**

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### **LEE FENNELL**

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### **CRAIG FUTTERMAN**

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# **SIGNIFICANT ACHIEVEMENTS RELATED TO THE CLINICAL PROGRAMS, 2007–2008**

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## **EMPLOYMENT DISCRIMINATION PROJECT**

After many efforts over the past decades, the Employment Discrimination Project was finally successful in its efforts to amend the Illinois Human Rights Act to provide victims of discrimination the right to pursue their claims in state court. House Bill 1509 was drafted by students in the project and introduced in early 2007. After HB 1509 was introduced, the Employment Discrimination Project worked to generate a large coalition of supporters of the amendment. As a result of the legislative advocacy by the Project, HB 1509 was passed by the Illinois General Assembly and signed into law by Governor Rod Blagojevich on August 17, 2007. The amendment became effective on January 1, 2008, and provides every complainant with the right to pursue his or her claim of employment discrimination in state court. Complainants have this right even if the Department dismisses their charges because it finds that the charge is not supported by substantial evidence of discrimination. Thus, with the enactment of HB1509, every complainant has the option of continuing to seek to vindicate his or her rights by filing an action in state court.

## **APPELLATE ADVOCACY PROJECT**

Six Appellate Advocacy Project student lawyers presented oral argument to the United States Court of Appeals for the Seventh Circuit during the academic year. Vince Buccola, Maya Song, Daniel Sullivan, Joshua Sellers, Laura Vaughn, and Hillary Schroeder each represented individuals during all stages of their direct federal criminal appeal. In addition, a seventh student lawyer, Meghan Dawson, drafted and filed a petition for certiorari to the United States Supreme Court for her client. She also defended him in federal district court against the government's attempt to forfeit his property.

During the year, Appellate Advocacy Project clients received the highest quality of representation from the Project's student lawyers, who worked tirelessly on their behalf. Their efforts drew praise not only from their clients but also appreciation from individual members of the Seventh Circuit Court of Appeals.

## **CIVIL RIGHTS AND POLICE ACCOUNTABILITY PROJECT**

The Civil Rights and Police Accountability Project saw the successful conclusion of *Haywood v. Delfavero*, a federal civil rights prosecution involving a single African American father who lived in Stateway Gardens public housing projects, resulting in an award of nearly \$200,000. Three white male Chicago police officers, who each had a long track record of racial and physical abuse, took a live chainsaw to Lloyd Haywood's head, while he stood outside his home in handcuffs. The officers seized Mr. Haywood at gunpoint, moments after Mr. Haywood had stepped onto his front porch to call in his nine-year-old autistic daughter for dinner. Over the course of the next two hours, the officers mocked Mr. Haywood with racial epithets, invaded his home, and prevented him from caring for his young daughter—culminating in menacing him with a neighbor's chainsaw. As a result of our students' advocacy, federal law enforcement is conducting a criminal investigation into the actions of these officers.



As a part of their work with an African American mother and public school janitor who was repeatedly abused by a group of five male Chicago police officers (*Bond v. Utreras*), Project participants revealed systemic problems within the Chicago Police that allowed certain police officers to abuse low-income persons of color with impunity. In an historic move, a federal judge allowed public disclosure of the identities of the police officers charged with the most abuse in Chicago. The Court also opened certain police misconduct investigative files to public scrutiny.

Craig Futterman, H. Melissa Mather, and Melanie Miles (J.D. '07) drew on information uncovered in the *Bond* litigation and the collaborative work of our students with public housing residents to author the article "The Use of Statistical Evidence to Address Police Supervisory and Disciplinary Practices." The study, which was featured on the front page of the national edition of the *New York Times*, along with students' advocacy around what was learned in working with public housing residents on Chicago's South Side, initiated the most sustained public discourse around the issue of police abuse and accountability in Chicago history. This advocacy resulted in the creation of a new civilian agency to investigate police abuse in Chicago. In addition, a new police Superintendent was hired from the Federal Bureau of Investigation, to make necessary police reforms. The article, which can be downloaded at <https://www.law.uchicago.edu/files/brokensystem-111407.pdf>, has been published in the *DePaul Journal for Social Justice*, Volume 23 of Thomson-West's *Civil Rights Litigation and Attorney Fees Annual Handbook*, and the July/August 2008 *Police Misconduct and Civil Rights Law Report*.

In *Silva v. City of Chicago*, PAP students won a substantial settlement with a middle-aged Latino man who was unlawfully detained in a police interrogation room and held incommunicado for over 24 hours, despite a complete absence of any reason to believe that he had done anything wrong. Believing that Cristobal Silva may have some information as a witness related to a cold case investigation, Police Detectives seized Cristobal Silva from his car, as he was driving his mother from a hospital following her recovery from surgery. Chicago police then held Mr. Silva in handcuffs inside a locked interrogation room, denying him access to family or counsel.

# INFORMATION ABOUT THE STUDENT BODY, 2007–2008

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DEGREES CONFERRED BETWEEN SEPTEMBER 1, 2007, AND  
AUGUST 31, 2008

## The Degree of Master of Laws

Carlos Manuel Acle Aquique  
Seiji Akimoto  
Myriam Veronica Barahona Aguirre  
Stephanie Johanna Mauritia Beer  
Sergio Binkowski  
Guillermo Fernando Cabieses Crovetto  
Fernando Jose Castro del Rio  
Carlos D'Ercole  
Katrín Frauchiger  
Adrien Paul Marie Giraud  
Mariana Yonemoto Hariki  
Elsa Karouni  
Katsutoshi Kataoka  
Manabu Katsumata  
Keith Alexander Kendall  
Younsik Kim  
Marius Cyrill Kobi  
Takaya Konishi  
Hans-Ulrich Kupsch  
Camilla Marques De Souza Lagrasta  
Xingxing Li  
Myoung Ok Lim  
Feng Lin  
Ruohe Liu  
Alice Ferreira Lopes  
Alejandro Maria Massot  
Naru Matsumoto

Paulo Mattar Filho  
Miguel Angel Moises Flores  
Henriette Norda  
Takako Osawa  
Yen-Chou Pan  
Ji Yeon Park  
Colin Manson Raftery  
Paulina Ramirez Lopez  
Claudia Ivonne Rodriguez Campos  
Joel Mikael Roos  
Jose Rosa  
Kyung Jin Ryu  
Moran Sadeh  
Zeynep Sener  
Miwa Shoda  
Lizhe Sun  
Hiroaki Takagi  
Wen-Jun Tan  
Qi Tong  
Heidi Johanna Tyyska  
Martim de Lancastre Valente  
Maxime Pieter Vanhollebeke  
Andrea Christina Widmer  
Justin Fat Hung Wong  
Bettina Luzia Zygmunt

## The Degree of Doctor of Jurisprudence

Shira Brezis  
I-Hsun Chou

Netali Ester Gottlieb

## The Degree of Doctor of Law

James Esten Abell  
Angelee Agarwal  
Kevin David Allen  
Manuel Alexis Alvarez  
Michael Edward Amiet  
Kimberly Ann Anderson  
Albert John Arbogast IV

Robert Corso Baca  
Paul Joseph Bauer  
Lauren Elizabeth Beck \*  
Emily Katherine Beers  
Rebecca Holappa Bell  
Thomas Jefferson Bell  
Heather Elizabeth Belville

Allison Marie Benne  
 Jeffrey Michael Bergman  
 Ilya Beylin \* †  
 Heather Elizabeth Blanco  
 Jeffrey Daniel Blehar  
 Jessica Marie Boehm \*  
 Marin Kathleen Boney \*  
 Darcy Marie Borlas \*  
 Christopher John Bors  
 Nathan Eli Brill  
 Euler Kron Bropleh  
 Courtney Mary Brown  
 Vincent Sidney Joseph Buccola \*\* †  
 Frank Herman Busch  
 Nathan Stephan Cardon  
 Katherine Pence Casale \*  
 Caroline Chanenson \*  
 Roshni Chaudhari  
 Ciarra Ann Chavarria  
 Stacy Shou-Zu Chen \*  
 Yana Chernobilsky  
 Leizel Antonette Ching  
 Chang Won Choi  
 Nathan Ross Christensen \*\* †  
 Carina Cilluffo  
 John Anthony Cise \*  
 Bryce Allen Cooper  
 Edward Michael Cottrell  
 Sarah Janet Cottrell  
 Scott Boyce Dahlquist  
 Seema Vandana Dargar  
 Corina Anne Davis  
 Casey Jackson Davison  
 Kathryn Meghan Dawson  
 Enrique Rene de Vera \*  
 Marlo Michel Del Percio  
 Catherine Congdon Deneke  
 Michael Frederik Derksen  
 Matthew Thomas Diller  
 Ariana Emily Downing  
 Jeffrey Rice Dutson \*  
 Jonathan Lee Falkler  
 Matthew Young Fan  
 Sara Anne Feinstein  
 Jorge Luis Fernandez \* †  
 Rebecca Rice Fike  
 Daniel R. Fine \*  
 Grant Roger Folland  
 Andrew John Foreman  
 Andrea Christine Forton  
 James Anthony Fortosis  
 Shani Aisha Fregia  
 Casey Ryan Fronk \*  
 Andrew James Galvin  
 Jennifer Nadia Ganesh  
 Carlos Alberto Garcia  
 Ebba Gebisa  
 Helen Louise Gilbert \*\* †  
 Jonathan Kortney Gillam  
 Jessica Rene Gioia  
 William Albert Guerrieri  
 Daniel Phillip Gutierrez  
 Brittany Elisa Hamelers  
 Devon Theresa Hanley \* †  
 Jacob Michael Harper  
 Nicholas Davis Harper-Smith  
 Claire Disston Hausman \*  
 Stefanie Marie Heck  
 Emily Anna Hertzler \*  
 Matthew James Hofheimer \*  
 Zachary Dee Holmstead \*\* †  
 Marylynn Kristy Hunt-Dorta \*  
 Christopher Dale James  
 Stephanie Jean-Jacques  
 David Alexander Jelenko  
 Elisa K. Jillson \*  
 Matthew Elisha Johnson  
 Evan Andrew Kanter  
 Eryn Londahl Karpinski  
 David McDaniel Keller  
 Daniel Patrick Kelly  
 Andrew Richard Kettenbrink  
 Amy Lynn Kim  
 Hane Lee Kim \*  
 Anne Warren King \*\* †  
 Nossou David Knobloch \*  
 Lauren Beth Kramer  
 Hollin Nagisa Kretzmann  
 Hong-Wei Andrew Kuo  
 Erik Alejandro Lamb  
 Jennifer Dawn Larson  
 Kelly Allyn Lazaroff \*  
 Allison Ann Lee  
 Gowoon Lee  
 Kathy Haewon Lee  
 Roger Bei Lee  
 Alison R. Leff \*  
 Sean Joseph Leonard  
 Daniel David Lewis \* †  
 Jessica Lin Lewis  
 Jake Linford \*\* †  
 James Derek Little  
 Conor Blake Looney  
 Mary Clare Lovejoy  
 Marie Ly  
 Joshua Martin MacLeod  
 Lindsey Marcus  
 Cynthia Alise Marian  
 Katherine Mandalay Sharkey Markowski  
 Benjamin James Maro \*\* †  
 Matthew Gregory Martinez  
 Matthew Doyle Maxwell  
 Alan Williams McBeth  
 Brendan Christopher McCarthy  
 Matthew Jordan McCarthy  
 Katherine Elizabeth McHugh  
 James Richard McIver \*  
 Candace Dawn McKinley

Emily Campbell McKinney  
Rachel M. McLaughlin \*  
Stephen William McNamee  
Jeffrey Paul Meineke  
Katharine Shelley Mercer \*  
Cadence Alexandra Mertz \*  
Matthew Dorrington Mihlon \*  
Rory Ann Miller  
Sebastian Lamar Miller  
Jennifer Ledorlin Moore  
Gwendolyn Baxter Morales  
Elizabeth Anne Ferrari Morris  
Scott William Morris  
April Mackenna Mosier  
Emi Maia Nam  
Elizabeth Jeanne Fisher Nartker  
Brett Joseph Natarelli  
Stacey Lee Nathan \* †  
Jennifer Ammala Newberry  
Norbert Ng'ethe  
Alex Michael Niebruegge  
Stephanie Lorraine Noble \* †  
Megan Jeannine Nogasky  
Gregory Robert Packer  
Shelby Eden Parnes  
Ralph Edward Perez  
Austin Fairfield Peterson  
Maria Ann Phillis  
Alexander Duc Phung  
Antonella Maria Pomara  
Nicholas John Pontzer  
Jacob Kevin Poorman  
Adam Daniel Preiss \*\*\* †  
Audra Lee Preston  
Don Caceres Pua  
Kyle Patrick Reynolds \*  
Zoë Dorothy Robinson \*\* †  
Keith Bradford Romney III  
Veronica Syretia Root  
Drury Ann deLacie Rossbacher  
William Paul Rothwell  
Lewis David Russell  
Hillary Irene Schroeder  
Ashley Marie Schumacher  
Stephen Sidney Schwartz \*  
Adrienne Beth Schwisow  
Joshua Sands Sellers  
Sam Bentson Sellers \*  
John Mark Skakun III \*  
Maya Dukyoung Song  
Daniel Henry Stewart  
Jeffery Martin Stovall \*  
Daniel Martin Sullivan \*\* †  
Preston Tyler Swapp  
Daniel Paul Talbert \*  
Marc Ethan Tarlock  
Vincente Antonio Tennerelli  
Sherod Thaxton  
Brittany Erin Thornton

Matthew Justin Tokson \*\* †  
Shine Samuel Tu \*  
Ross Webster Tucker  
Laura Vaughn  
David James Von Bargen  
Lilit Arshak Voskanyan \*  
Michael Robert Walsh \* †  
Sarah Beth Waxman  
William Bradley Weiland \*  
Adam Scott Weinstock  
Shermon Patrick Williams  
Adrienne Nicole Wolf \*\* †  
Elizabeth Carlson Wolicki  
Eric Joseph Wood  
Michael David Yanovsky \*\* †  
Michelle Sabrina Ybarra  
Cathy Chaoran Yu  
Huyue Zhang  
Gengxin Zhou

\*\*\* Highest Honors  
\*\* High Honors  
\* Honors  
† Order of the Coif

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE  
STUDENT BODY DURING 2007–2008

	<i>No. of Students</i>		<i>No. of Students</i>
American University	1	Griffith University–Queensland	1
Amherst College	11	Conservatorium	
Arizona State University	1	Grinnell College	3
Augustana College	1	Hamilton College	1
Austin College	1	Harvard University	10
Babson College	1	Harvey Mudd College	1
Baylor University	1	Haverford College	1
Benedictine University	1	Hitotsubashi University	2
Binghamton University	1	Howard University	1
Boston College	3	Illinois Wesleyan University	2
Boston University	7	Indiana University–Bloomington	5
Bowdoin College	3	Instituto Tecnológico Autónomo de	1
Brandeis University	3	México	
Brigham Young University	23	Johns Hopkins University	2
Brown University	7	Kalamazoo College	2
Bucerius Law School	1	Katholieke Universiteit Leuven	1
Butler University	1	Kenyon College	1
California Polytechnic State University	1	Korea University	2
Carleton College	2	Lake Forest College	1
Carnegie Mellon University	1	Lawrence University	1
Case Western Reserve University	3	London School of Economic and	1
China University of Political Science	2	Political Science	
and Law		Loyola Marymount University	1
Claremont McKenna College	3	Loyola University	1
Colby College	1	Loyola University–Chicago	3
Colgate University	1	Marquette University	1
College of Europe	2	Massachusetts Institute of Technology	6
College of William and Mary	3	McGill University	4
Colorado College	1	Miami University–Oxford	2
Columbia University–Barnard College	2	Michigan State University	1
Columbia University–Columbia College	6	Middlebury College	2
Cornell College	1	Monash University	1
Cornell University	11	National Taiwan University	1
Cornell University–NY	4	National University of Singapore	1
Dartmouth College	18	New York University–College of Arts	3
DePaul University	1	and Sciences	
DePauw University	1	New York University–Gallatin School	3
Drake University	1	of Individual Study	
Drexel University	1	New York University–Stern School of	2
Duke University	14	Business	
Emory University	8	New York University–Tisch School of	2
Escuela Libre de Derecho	2	the Arts	
Facultés Universitaires Saint Louis	1	Northeastern University	1
Florida State University	2	Northern Illinois University	1
Fudan University	1	Northern Michigan University	1
Fundação Getulio Vargas	1	Northwestern University	22
Galatasaray Universitesi	1	Oberlin College	2
George Washington University	3	Ohio State University–Columbus	4
Georgetown University	15	Peking University	2
Georgia Institute of Technology	3	Pennsylvania State University–	3
Georgia State University	1	University Park	

	<i>No. of Students</i>		<i>No. of Students</i>
Pomona College	6	University of California–Berkeley	18
Pontificia Universidad Católica de Chile	1	University of California–Davis	6
Pontificia Universidade Católica de São Paulo	2	University of California–Los Angeles	13
Portland State University	1	University of California–Riverside	1
Princeton University	10	University of California–San Diego	2
Purdue University–West Lafayette	1	University of California–Santa Barbara	2
Reed College	1	University of Chicago	33
Renmin University of China	1	University of Edinburgh	1
Rensselaer Polytechnic Institute	1	University of Florida	4
Rheinische Friedrich-Wilhelms	1	University of Georgia–Athens	1
Rice University	2	University of Hawaii–Manoa	1
Rochester Institute of Technology	1	University of Helsinki	2
Rutgers University	1	University of Houston	1
Saint Joseph's College–Indiana	1	University of Illinois–Chicago	1
Shanghai International Studies University	1	University of Illinois–Urbana	25
Smith College	1	University of Iowa	2
Southern Illinois University–Carbondale	3	University of Kansas	4
Southern Methodist University	2	University of Kentucky–Lexington	1
St. John's College	1	University of Maryland–College Park	1
Stanford University	15	University of Melbourne	1
Sungkyunkwan University	1	University of Miami	1
SUNY–Binghamton Center	1	University of Michigan–Ann Arbor	15
Swarthmore College	2	University of Michigan–Dearborn	1
Swedish School of Economics and Business Administration	1	University of Minnesota–Twin Cities	1
Tel-Aviv University–Buchmann Faculty of Law	1	University of Missouri–Columbia	2
Texas A & M University–College Station	1	University of Nebraska–Lincoln	2
Trinity College	1	University of North Carolina–Chapel Hill	4
Truman State University	1	University of Notre Dame	17
Tsinghua University	1	University of Oklahoma	2
Tufts University of Arts and Sciences	5	University of Oregon	1
Tulane University	2	University of Pennsylvania	11
United States Military Academy	2	University of Pennsylvania–Wharton	1
Universidad de Lima	1	School of Business	
Universidad Iberoamericana	1	University of Pittsburgh	1
Universidad Torcuato di Tella	1	University of Richmond	1
Universidade de Lisboa	1	University of Saint Thomas–TX	1
Universidade do Estado do Rio de Janeiro	1	University of San Diego	1
Università Cattolica del Sacro Cuore Milano	1	University of Scranton	1
Università Degli Studi di Roma	1	University of South Carolina–Columbia	1
Universität Basel	1	University of Southern California	7
Universität Fribourg	2	University of Texas–Austin	10
Universität Hamburg	1	University of Texas–Dallas	2
Universität St. Gallen	1	University of Tokyo	7
Universität Zürich	1	University of Tokyo Graduate Schools for Law and Politics	1
Université Paris II–Panthéon-Assas	1	University of Toronto	1
Université Paris I–Panthéon-Sorbonne	2	University of Utah	8
University of Akron	1	University of Vermont	1
University of Arizona	1	University of Virginia	7
University of British Columbia	1	University of Washington	4
		University of Wisconsin–Madison	12
		Valparaiso University	2
		Vanderbilt University	3
		Wake Forest University	1
		Washington and Lee University	1
		Washington University	8

	<i>No. of Students</i>		<i>No. of Students</i>
Wellesley College	2	Yale University	22
Wesleyan University	6	Yerevan State University	1
Wheaton College—IL	3	Yonsei University College of Law	1
Wheaton College—MA	1		
Williams College	5		
Xavier University	1		

**STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY  
DURING 2007–2008**

**States**

Alabama	1	Nevada	5
Alaska	1	New Hampshire	2
Arizona	11	New Jersey	15
California	90	New Mexico	3
Colorado	5	New York	39
Connecticut	7	North Carolina	8
Delaware	1	North Dakota	1
District of Columbia	9	Ohio	16
Florida	18	Oklahoma	4
Georgia	6	Oregon	5
Hawaii	1	Pennsylvania	17
Idaho	1	Puerto Rico	3
Illinois	128	South Carolina	2
Indiana	17	South Dakota	2
Iowa	6	Tennessee	8
Kansas	7	Texas	30
Kentucky	2	Utah	13
Louisiana	2	Vermont	1
Maine	2	Virginia	13
Maryland	15	Washington	16
Massachusetts	16	Wisconsin	20
Michigan	19	Wyoming	1
Minnesota	9		
Missouri	13		
Montana	2		

**Foreign Countries**

Australia	2	Peru	1
Argentina	1	Portugal	1
Armenia	1	Saudi Arabia	1
Belgium	1	Singapore	1
Brazil	4	South Korea	4
Canada	2	Switzerland	5
Chile	1	Taiwan	1
China	7	Turkey	1
Finland	2	UK	2
France	3	Foreign Countries	61
Germany	3	Total	
Israel	1		
Italy	1		
Japan	9	Total number of students	674
Kenya	1	Number of states represented	47
Korea	1	Foreign countries represented	26
Mexico	4		

# LAW SCHOOL FUNDS AND ENDOWMENTS

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## PROFESSORSHIPS

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

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

*The 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 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 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 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 2008–2009

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Be sure to check [http://www.law.uchicago.edu/calendar/academic-calendar\\_2008-2009.html](http://www.law.uchicago.edu/calendar/academic-calendar_2008-2009.html) for final calendar revisions.

## AUTUMN QUARTER

September 2	Transfer Student Orientation
September 3–18	OCS On-Campus Interviews
September 15–26	Intensive Trial Practice
September 24–26	First-Year Student Orientation
September 29	Classes Begin
October 20–21	Callback Days
November 26–28	Thanksgiving Break
December 5	Last Day of Classes
December 6–10	Reading Period
December 11–13, 15–17	Exams
December 18–January 4	Winter Break

## WINTER QUARTER

January 5	Classes Begin
January 19	MLK Holiday
March 6	Last Day of Classes
March 7–10	Reading Period
March 11–14, 16	Exam Period
March 17–29	Spring Break

## SPRING QUARTER

March 30	Classes Begin
April 2–4	Admitted Students Weekend
May 22	Last Day of 2L/3L Classes
May 23–25	Reading Period for 2Ls/3Ls
May 25	Memorial Day Holiday
May 26–30	Exams for 2Ls/3Ls
May 29	Last Day 1L Classes
May 30–June 2	Reading Period for 1Ls
June 3	1L Elective Exam
June 5, 8, 10	1L Exams Required Classes
June 12	Graduation

# INDEX

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## A

Academic Careers.....	103
Adding/Dropping Courses.....	27
Administrative Law, Legislative Process, and Government Regulation .....	90
Application Procedure and Admissions Policy.....	113
Assistance for Disabled Students.....	107
Athletics .....	100
Automatic Enrollment .....	106
Autumn Quarter.....	158

## B

Bigelow Teaching Fellows .....	8
--------------------------------	---

## C

Career Services.....	101
Chair 2008–2009 .....	9
Child Care .....	105
Class Attendance .....	17
Class Funds .....	151
Clinical Preparation Courses .....	22
Commercial, Business, and Labor Law ....	90
Complementary, Multidisciplinary, and Cross- Listed Courses .....	94
Computer Services .....	103
Constitutional Law .....	91
Countries .....	133
Course Policies .....	26
Course Registration Restrictions .....	19
Courses and Seminars That Teach Professional Skills .....	22
Courses Outside the Law School.....	26
Courts, Jurisdiction, and Procedure .....	91
Criminal Law and Criminal Procedure .....	92
Curricular and Residency Requirements ..	17

## D

Dean's Discretionary and Other Funds...	149
Degrees Conferred between September 1, 2007, and August 31, 2008.....	127
Domestic Partnership Policy .....	108

## E

Educational Mission of the Law School...	12
Elective.....	30
Expenses.....	111

## F

Facilities.....	96
Faculty from Other Schools and the Divisions....	8
Faculty Research Funds .....	145
Faculty Scholarship, 2007–2008.....	115
Family Law, Property Rights, Torts, and Insurance.....	92
Fees.....	111
Fellows.....	9
Fellowship Funds .....	144
Financial Aid for J.D. Candidates .....	111
Financial Information.....	111
First-Year Courses .....	28

## G

Grading Policies.....	27
-----------------------	----

## H

Health Insurance Requirement.....	106
Health Law.....	92
History of the Law School .....	11
Honors and Prizes .....	156
Housing.....	103

## I

Immunization Requirements .....	106
Independent Research .....	87
Information about the Student Body, 2007– 2008 .....	127
Information for Applicants.....	113
Intellectual Property, Technology Law, and Entrepreneurship.....	92
International and Comparative Law .....	93
International House.....	104

## J

Joint and Concurrent Degree Opportunities	13
Jurisprudence and Legal Theory .....	93

## L

Law School Calendar 2008–2009 .....	158
Law School Funds and Endowments ....	134
Learning Disabilities.....	108
Lecturers in Law .....	6
Legal Clinics and Clinical Courses .....	22
Legal History .....	94
Library Funds.....	152



Lifetime Members .....	9	Student Services.....	98
LL.M. Admissions Process.....	14	Subject Categories for Second- and Third- Year Courses.....	90
LL.M. Students.....	112	Substantial Writing Credit / Requirement	21
Loan Funds .....	144		
Loans .....	112		
<b>M</b>			
Mandel Legal Aid Clinic .....	8		
Meal Service.....	105		
<b>N</b>			
Neighborhood Student Apartments .....	104		
New Graduate Residence Hall.....	103		
<b>O</b>			
Officers of Administration at the Law School .....	4		
Officers of Instruction at the Law School.....	4		
Officers of the University of Chicago.....	4		
Other Clinical Programs .....	26		
<b>P</b>			
Practice and Ethics .....	94		
Preparation for the Study of Law.....	113		
Professional Journals, Special Programs, and Centers.....	15		
Professional Skills Course Requirement.....	22		
Professorships.....	134		
Program Requirements and Policies .....	17		
Programs of Instruction .....	13		
Public Interest Careers.....	102		
Public Service Funds .....	142		
<b>R</b>			
Religious Life .....	100		
<b>S</b>			
Scholarship Funds .....	136		
Scholarships.....	111		
Schools, Colleges, and Universities Represented in the Student Body during 2007–2008.....	129		
Second- and Third-Year Course Offerings	30		
Security.....	107		
Seminars .....	26		
Significant Achievements Related to the Clinical Programs, 2007–2008 .....	125		
Spring Quarter .....	158		
Statement of Non-Discrimination.....	107		
States .....	132		
States and Countries Represented in the Student Body during 2007–2008 .....	132		
Student Activities and Organizations.....	98		
Student Health and Wellness Fee .....	106		
Student Life .....	98		
Student Regulations and Discipline.....	110		
		<b>T</b>	
		Taxation .....	94
		Terms Expiring in 2008–2009 .....	9
		Terms Expiring in 2009–2010 .....	9
		Terms Expiring in 2010–2011 .....	10
		The Clinical Programs .....	23
		The Curriculum.....	28
		The D’Angelo Law Library .....	96
		The Degree of Doctor of Jurisprudence .	127
		The Degree of Doctor of Law .....	127
		The Degree of Master of Laws.....	127
		The Doctor of Law (J.D.) Degree .....	13
		The Edwin F. Mandel Legal Aid Clinic ...	24
		The Exoneration Project.....	25
		The First Year .....	18
		The Graduate Program .....	13
		The Graduate Programs .....	20
		The Immigrant Children’s Advocacy Project....	25
		The Institute for Justice Clinic on Entrepreneurship.....	25
		The J.D. Program .....	17
		The J.S.D. and D.Comp.L. Program .....	21
		The Law School .....	11, 96
		The Law School Visiting Committee.....	9
		The LL.M. and M.Comp.L. Program.....	20
		The Second and Third Years.....	18
		The Second Year.....	20
		The Third Year.....	20
		The University of Chicago .....	3
		Transfer Applications.....	114
		<b>U</b>	
		University of Chicago Student Health Care	106
		University Policies .....	107
		University Reports .....	109
		<b>W</b>	
		Winter Quarter .....	158